

PINE MANOR

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COLLEGE

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BULLETIN

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College Entrance Examination Board

Janis Allen

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Pine Manor College Bulletin

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Calendar 1982-83

Fall Semester, 1982

Sunday, September 5

New international students arrive and orientation begins

Monday, September 6 (Labor Day)

New students arrive and orientation begins

Tuesday, September 7

Testing, new students

Wednesday, September 8

Academic advising, new students

Thursday, September 9

Academic advising (continued) and registration, new students

Continuing students return

Confirmation of preregistration, continuing students

Friday, September 10

Classes begin

Saturday, September 11

Classes held (Tues., Th., schedule)

Friday, September 17

Last day to add a course. Last day to drop a course without monetary penalty.

Wednesday, October 6

Last day to elect CR/NCR

Friday, October 8

Last day to obtain a grade for incompletes from previous semester

Monday, October 11

Holiday, Columbus Day (no classes)

Wednesday, October 20

Mid-term warnings due

Saturday - Monday October 23 - 25

Parents' Fall Activities Weekend

Thursday, November 11

Holiday, Veterans Day (no classes)

Monday, November 15

Last day to withdraw from a course without academic penalty and to change from CR/NCR to letter grade

Tuesday, November 23

Thanksgiving recess begins at the end of classes

Sunday, November 28

Thanksgiving recess ends

Monday, November 29

Classes resume

Monday - Wednesday November 29 - December 8

Advising for pre registration

Thursday - Friday December 9 - 10

Pre registration forms due in Registrar's office

Thursday, December 16

Classes end

Friday - Saturday December 17 - 18

2 Reading Days

Sunday - Tuesday December 19 - 21

Final Examinations

Tuesday, December 21

Winter recess begins at end of examinations

Spring Semester, 1983

Sunday, January 16

New students arrive and orientation begins

Monday, January 17

Testing, academic advising, new students

Continuing students return

Tuesday, January 18

Registration, new students

Confirmation of preregistration, continuing students

Wednesday, January 19

Classes begin

Friday, January 28

Last day to add or drop a course

Friday, February 11

Last day to elect CR/NCR

Wednesday, February 16

Last day to submit incompletes for previous semester

Monday, February 21

Holiday, Washington's Birthday (no classes)

Friday, March 11

Mid-term warnings due

Spring recess begins after last class

Sunday, March 20

Spring recess ends

Monday, March 21

Classes resume

Monday, April 4

Last day to withdraw from a course without academic penalty and to change from CR/NCR to letter grade

Friday - Sunday

April 15 - 17

Parents' Weekend (with musical)

Monday, April 18

Holiday, Patriots' Day (no classes)

Wednesday, May 4

Classes end

Thursday - Friday May 5 - 6

2 Reading Days

Saturday - Monday May 7 - 9

Final Examinations

Sunday, May 15

Convocation

Monday, May 16

Commencement

Message from the President

The hallmarks of a Pine Manor College education have always been teaching excellence, individual attention, and high expectations of women. It is the College's goal to make a real difference in the lives of its students by giving them the knowledge, skills, and practical experience they will need to succeed in their personal and professional lives. The academic programs you will find listed in this catalog have been designed with this goal in mind.





Mission Statement

Pine Manor College prepares women of various ages and from diverse nations and cultures for career and life choices through a liberal arts education, internships in the professions, and personalized academic and career counseling. A primary concern in the curriculum is the development of analytical and investigative skills; core courses focus on reading, writing, speaking, computer literacy, mathematical competence, foreign languages and the sciences.

Above all, Pine Manor seeks to instill self-confidence, independence, excellence and achievement in its women, as well as knowledge and the ability to respond positively and flexibly to the challenges of expanding career opportunities. To meet these objectives, the college's academic programs combine courses in skills training and in general education with internships and specialized courses at advanced levels. Students also develop self-confidence and knowledge through frequent contacts with faculty and staff, through participation in the arts and athletics, and in residential student life.

History

Pine Manor College has a seventy-year history of excellence in women's education. Now a four-year college in Chestnut Hill, Pine Manor was originally established in 1911 by the late Helen Temple Cooke as a post-secondary division of the Dana Hall Schools in Wellesley.

Throughout the years Pine Manor College has grown to provide the best education for its students. In 1930, the College received a charter as an independent junior college. Pine Manor gained the right in 1959 to confer the degrees of Associate in Arts and Associate in Science. It became a separate corporation in 1962, and in 1965 Pine Manor College moved from the Dana Hall campus to a 79-acre campus in Chestnut Hill, five miles from Boston.

In 1977, Pine Manor College received a change of charter from the Massachusetts Board of Higher Education authorizing the College to offer the Bachelor of Arts degree in the humanities and social sciences and to change its name from Pine Manor Junior College to Pine Manor College. Today, the College confers the Bachelor of Arts degree in eight areas of study.

In 1981, Pine Manor conferred its first honorary degrees at the College's seventieth Commencement.

Under the guidance of such dedicated administrators as today's President Rosemary Ashby and former presidents Marie Warren Potter (1930-1952), Alfred Tuxbury Hill (1952-1955), and Frederick Carlos Ferry, Jr. (1956-1974), Pine Manor has sought to maintain its finest traditions while continually reinterpreting its goals to meet the changing needs of young women.

The Bachelor of Arts Degree

Pine Manor is a four-year College. It offers its students the opportunity to earn a Bachelor of Arts degree in eight innovative programs: American Studies; Art History; Biological Psychology; Business Management; Developmental Psychology; English: Writing and Literature; French; and Visual Arts. (A new B.A. in History and Government has been approved by the faculty for 1983-84.)

Since 1977, the College has developed a variety of programs and courses that reflect the diversity of larger institutions. (Three hundred courses are available at the College.) Pine Manor's size ensures, however, that Juniors and Seniors will receive individual attention from faculty members in the development of their academic program.

Pine Manor College's commitment to its outstanding two-year program, for which the College has been well known since its founding, is unchanged. Each undergraduate is awarded the Associate degree upon completion of the first two years of study.

The eight B.A. programs at Pine Manor utilize the College's greatest strengths and the extraordinary resources of the Greater Boston area, both for research and Internships.

Students also have the option of pursuing an Individualized B.A. major. An Individualized B.A. may be interdepartmental; specific to a career objective; or may concentrate on a program of study offered by the College that is

not now a major. Interested students should contact the Academic Dean's office for further details.

All candidates for B.A. degrees at Pine Manor satisfy the Communication Skills (see description under "The Associate in Arts and Associate in Science Degrees," page 12) and group requirements of all students, as well as the math competency requirement. These courses are normally completed during the first two years of college (See "Courses required of all students," page 29).

Pine Manor's B.A. programs are available to Open College students and transfer students from other schools, as well as the College's own continuing students. All students must have earned a minimum cumulative grade point average of 2.0 for admission to the B.A. program.

"Minors" are a curricular option.

All B.A. candidates have the *option* of earning a minor as well as a major. Specifically,

- (1) a minor consists of five full courses, no more than one of which may be at the 100-level. There are exceptions in the languages and music. This does not apply to Drama and Speech (theory and performance courses at the 100 level).
- (2) no more than 1 Internship may be counted in fulfilling the minor requirement. It may only be counted when certified in advance by a faculty member teaching courses in that minor.
- (3) a minor is possible in each of the following subject matter fields, provided the proper number of courses above the 100-level are available.

American Studies (AM 222 is required)
Art History
Biology



Business Management (including Accounting, Statistics, and Introduction to Computers)
Drama and Speech
Economics
English
History
French (LF 101-102 to count as one of the five courses for the minor)
Italian (LI 101-102 to count as one of the five courses for the minor)
Spanish (LS 101-102 to count as one of the five courses for the minor)
Music (a 100-level course is permitted in both applied music and in music history and theory)
Politics
Psychology
Sociology
Visual Arts

B.A. in American Studies

The student concentrating in American Studies arranges her own interdisciplinary curriculum to focus on a problem or question about American society. By examining imaginative literature, historical accounts, and contemporary sources, she will develop a perspective on the past that neither literature nor history alone can provide.

In addition to certain basic courses in the first two years, this concentration requires that the upper-division student select at least seven courses in American Studies, with the help of her faculty advisor. The majority of the courses should be in the upper division (300-400) level.

The B.A. in American Studies, combined with an appropriate minor, can be a basis for a career in law, international relations, politics, or management. Recent Pine Manor graduates with this degree include a business manager, a hospital administrator, and an assistant for tax shelters in a brokerage/investment firm.

Course of study:

Freshman year

HI 111-112, U.S. History I & II
AM 222, Approaches to the Problems of American Society
Three electives

Sophomore year

PS 111, American Government
EN 230-231, American Literature and its Backgrounds I & II,
Five electives (EC 101-102, Fundamentals of Economics, recommended)

Junior year

Four American Studies courses
Four electives

Senior year

Three American Studies courses (including Internship)
AM 490, Senior Research Seminar
Four electives

Current choices in American Studies courses:

HI 206, Massachusetts, 1620-1860
HI 215, Recent U.S. History
HI 309, Ethnic Minorities in America
HI 310, City in America
*HI 311, Diplomatic History of the United States
HI 315, American Business History
*HI 320, Afro-American History
PS 141, American Legal System
PS 311, American Foreign Policy
EN 230-231, American Literature and its Backgrounds I & II
EN 250-251, The American Novel I & II
EN 371, Modern British and American Drama
*AH 251, Nineteenth Century Art
AH 280, Decorative Arts I
*AH 344, American Architecture & Interiors
AH 345, American Painting & Sculpture
*AH 361, Twentieth Century Art
AN 225, Native American Ethnology
*HU 383, Parent and Child in England and America
MU 202, American Musical Theater
MU 226, Twentieth Century Music
MU 236, Jazz
*AM 201, The Proper Plantation: Puritanism in America
AM 202, Age of Egalitarianism
*AM 205, The Gilded Age
AM 206, Twentieth Century America
AM 307, American Autobiography
AM 308, Broadcast Media & American Culture
AM 495, Internship
SO 201, Social Problems
SO 310, Contemporary Family Forms
SO 316, Sociology of Unconventional Lifestyles
SO 330, Power & Privilege
Note: Senior Research Seminar and American literature courses satisfy area requirements in Group I; HI 111-112 satisfies requirements in Group II.

Coordinator: Dr. Rosario Tosiello

*Not offered in 1982-83.

B.A. in Art History

The revised B.A. in Art History consists of three possible concentrations which incorporate offerings in the visual arts as well as courses available through Pine Manor's American Institute of Textile Arts (AITA).

The B.A. allows the student to focus in one of three areas: the History of Art; the History of Interior Design; or the History of Textiles. Each program has its own course of study.

The focus on art history prepares students for traditional careers in museums and galleries, as well as new fields such as taxation, bank, trust, real estate and insurance appraisal work, and management of music, dance, and other arts groups. With a focus on interior design, the graduate can achieve certification as an interior designer. The focus on textile arts leads to professions in museums, historical conservation, identification research, publications, and fabric design. A minor in a science would help the student interested in textile analysis.

Course of study, art history focus:

Freshman year

AH 111-112, Art History I & II
Four electives

Sophomore year

AH 311-312, Italian Renaissance Art
Six electives (HI 101-102, Western Civilization and VA 100, Introduction to Visual Arts are recommended)

Junior and Senior years

Four Art History courses (Senior Internship and/or Directed Study recommended)
Four electives



Course of study, history of textiles focus:

Freshman year

AH 111, Art History I
 AH 112, Art History II
 VA 100, Introduction to the Visual Arts
 3 electives

Sophomore year

VA 222, Design II: Color
 AH 285, History of Textile Design
 AH 286, History of Western Costume
 AH 287, Introduction to Textile Analysis
 4 electives

Junior year

AH 385, Period Costume, 1800-1930
 *AH 280, Decorative Arts I: Furniture, Epoch, and Style
 2 Art History electives
 3 electives
 1 elective (Internship)

Senior year

AH 488, Advanced Professional Study in the Textile Arts
 AH 489, Advanced Professional Study in the Textile Arts
 1 Art History elective
 5 electives

Course of study, history of interior design focus:

Freshman year

AH 111, Art History I
 AH 112, Art History II
 VA 100, Introduction to the Visual Arts
 VA 222, Design II: Color
 2 electives

Sophomore year

AH 280, Decorative Arts I: Furniture, Epoch, and Style
 VA 211, Drawing I, Instrument
 AH 344, American Architecture and Interiors
 5 electives

Junior year

AH 221, Northern Renaissance Painting
 AH 287, Introduction to Textile Analysis
 AH 285, History of Textile Design
 1 Art History elective
 3 electives
 1 elective (Internship)

Senior year

AH 488, Advanced Professional Study in the Textile Arts
 AH 489, Advanced Professional Study in the Textile Arts
 2 Art History electives
 4 electives

Current courses in concentration:

AH 111-112, Art History I & II
 AH 221, Northern Renaissance Painting
 *AH 231, Baroque Art
 *AH 251, Nineteenth Century Art
 *AH 280, Decorative Arts
 AH 285, The History of Textile Design
 AH 286, The History of Western Costume
 AH 301, Classical Art: Aegean and Greek
 AH 311, Renaissance: Fifteenth Century
 AH 312, Renaissance: Sixteenth Century
 *AH 344, American Architecture and Interiors
 AH 345, American Painting and Sculpture
 *AH 361, Twentieth Century Art
 HU 321, World of Contrasts
 Note: AH 111-112 satisfies area requirements in Group I; HI 101-102, and VA 100 and VA 222 satisfy Groups II and IV respectively.
 Coordinator: Dr. Rodman R. Henry

*Not offered in 1982-83.

B.A. in Biological Psychology

The Biological Psychology Program seeks to explain certain aspects of behavior which can be studied and understood from a biological perspective. A predicted 57 per cent increase in health science positions during the next decade makes this program a practical career choice.

The courses in biology, psychology, chemistry and mathematics will provide the sound base necessary for a career in the health sciences field. The degree provides preparation for most programs of medicine (at both the M.D. and Ph.D. levels), applied medicine, research in medicine, nursing, and physical therapy.

Course of study:

Freshman/Sophomore years

BI 101, Biology of the Cell
PY 101, Introduction to Psychology
BI 205-206, Anatomy and Physiology
BI 210, Drugs and Society (Summer School Only)
BI 345, Pharmacology
Nine electives

Junior/Senior years

PY 303-304, Biological Psychology
MA 120, Statistics
*PY 302, Experimental Psychology
Psychology elective
BI 495, Senior Internship
BI 490, Senior Seminar
Nine electives

Alternating courses in the program:

BI 205-206, Anatomy and Physiology
BI 345, Pharmacology
*PY 302, Experimental Psychology
PY 303-304, Biological Psychology
Psychology electives to be approved by the coordinator

Coordinator: Dr. Elizabeth B. Gardner

*Not offered in 1982-83.

B.A. in Business Management

The required course of study for the first two years of the B.A. Program in Business Management and for the A.A. Program is the same. The B.A. Program introduces the student to the fundamentals of economics, accounting, marketing, and management with advanced courses available in more specialized areas, such as advertising, consumer behavior, and finance. Internships in the Boston area allow the student to expand her skills and explore the business management field further.

Graduates with a B.A. in Business Management can pursue graduate study or a variety of careers, including marketing research, merchandising, advertising, retailing, banking, hotel or recreation management, politics, brokerage, and investment advising. A careful choice of electives and the selection of a minor can strengthen career preparation in business management.

Course of study:

Freshman year

EC 101-102, Economics I and II
MN 201, Introduction to Business
(formerly Process of Management)
or elective
Three electives

Sophomore year

AC 105-106, Accounting I and II
MN 201, Introduction to Business (if not taken earlier)
MN 211, Principles and Practices of Management
MA 150, Introduction to Computers
Four electives

Junior year

MA 120, Statistics
EC 210, Finance
MN 321, Marketing Principles
Five electives

Senior year

MN 401, Business Policy and Strategy
MN 490, Business Management
Seminar or
MN 495, Senior Internship
(preferably after MN 401)
Six electives

Interim Coordinator: Dr. John P. Agnew

B.A. in Developmental Psychology

The focus of the Developmental Psychology Program is the scientific study of the human life span. Through this concentration, the student will examine life as a continual developmental process in which biological, psychological, and sociological forces shape the individual. The Program emphasizes theory, research, and the practical applications of these to a career.

After taking a core of introductory courses, the student has the opportunity to focus on either child study or adult psychology. All students in the Program take the same core of four courses: two introductory courses and two advanced. More advanced courses in psychology, sociology, and education may be selected according to the student's individual focus.

The B.A. in Developmental Psychology leads to careers in psychology, advertising, teaching, research, rehabilitation or work with the learning disabled, community organization, law, statistics, efficiency engineering, and labor relations. Recent Pine Manor graduates include a city court counselor, a marketing researcher, and a hotel conference coordinator.

Course of study, child study focus:

Freshman year

PY 110, Lifespan Development
PY 216, Child Development
ED 115, Action and Interaction in
Childhood Education
Three electives

Sophomore year

PY 101, Introduction to Psychology
ED 216, Curriculum in Early
Childhood Education

†*ED 320, Theories in Early Childhood
Studies
Five electives

Junior year

†ED 285, *Interrelated Arts in Children's
Work*

*PY 307, Children's Language &
Thinking
Two courses in child study selected
from *PY 217, PY 305, PY 264, SO
310, or *ED 220. (ED 285 or *ED 320
only if not taken as part of Child
Focus specific requirements.)
Four electives

Senior year

PY 495, Senior Internship
(preferably in the fall semester)
PY 490, Senior Seminar
Six electives

†Note: Students planning to become
child psychologists may substitute the
MA 120-PY302 sequence for ED 285
and ED 320. Students will be required
to inform the B.A. Coordinator which
focus they choose, prior to fall regis-
tration for the Junior year.

Course of study, adult psychology focus:

Freshman year

PY 110, Lifespan Development
PY 101, Introduction to Psychology
Four electives

Sophomore year

PY 211, Personality Theory
PY 264, Psychology of Adolescence
PY 231, Abnormal Psychology
PY 306, Social Psychology or elective
Four electives

Junior year

PY 364, Adulthood and Aging
MA 120, Statistics
*PY 302, Experimental Psychology
PY 306, Social Psychology (if not
already taken) or elective
Four electives

Senior year

PY 490, Senior Seminar
PY 495, Senior Internship
Six electives

Coordinator: Dr. Nancy White

*Not offered in 1982-83.

B.A. in English: Writing and Literature

The B.A. concentration in English:
Writing and Literature has a double
focus. The student concentrates both
on studying the themes and periods of
literature and on developing skills in
thinking and communicating effec-
tively. In preparation for a career or
further study, students learn to read
critically and to write with precision
and style.

Candidates for the B.A. in English may
spend a Junior semester or year in
England, taking approved courses at
Richmond College (London) or Uni-
versity of Essex.

During their senior year, candidates
for the B.A. in English ordinarily enroll
for a Senior Internship (EN 495), which
will include a bi-weekly seminar under
the direction of a faculty supervisor.
Majors with Honors grades in English
and a compelling interest in a particu-
lar topic may request permission to
substitute a Senior Essay (EN 499) for
the Internship. Such a directed study
will include regular conferences with
the faculty supervisor and will culmi-
nate in a 20-25 page research paper.
In exceptional circumstances an
extended piece of creative writing
may be substituted provided the stu-
dent can produce evidence of talent in
this area. Each Senior Essay must be
read and approved by two faculty
members in the field. Proposals for

both the Senior Essay and the Senior
Internship must be submitted to the
faculty supervisor with pre-registra-
tion for the semester in which it will be
taken.

The B.A. in English helps a student
develop the communication skills
necessary in many professions, and
with an appropriate minor, one has
many career options. The American
Bar Association has recently urged
law school applicants to concentrate
in English or other liberal arts pro-
grams. Recent Pine Manor graduates
in English have entered copywriting,
public relations, journalism, travel
advising, research, teaching, bank-
ing, and graduate school.

Ten courses beyond CS 100-102,
Communication Skills I & II, are
required for this concentration.

Course of study:

Freshman year

Six electives

Sophomore year

EN 201-202, Major British Writers
I & II
Six electives

Junior year

Two English courses
Two Writing courses at the 200 or 300
level
Four electives

Senior year

EN 495, Internship, or EN 499, Senior
Essay
Three English courses (at least one
in American literature)
Four electives

Other courses in the curriculum are:

- EN 113, Poetry
- EN 150, The Short Story
- *EN 171, The Play
- EN 180, The Epic Vision: Homer, Virgil and Ovid
- EN 202, Writing with Style
- EN 203, Practical Writing
- EN 216, Shakespeare, Your Contemporary
- EN 226, The English Novel: Woman as Heroine
- EN 227, Images of Women in Drama
- EN 230, American Literature and its Backgrounds I (1790-1850)
- EN 231, American Literature and its Backgrounds II (1850 to the Present)
- EN 274, The Modern Novel
- EN 294, Writing Workshop
- EN 302, Language of Persuasion
- EN 310, Intro. to Journalism
- EN 316, Shakespeare's Tragic World
- *EN 330, Shorter American Fiction
- EN 350, Continental Fiction
- *EN 370, Modern Plays: European
- EN 371, Modern Plays: British and American
- EN 385, Irish Literature
- *EN 390, Blood and Thunder
- EN 499, Senior Essay
- HU 321, World of Contrasts
- *HU 383, Parent and Child in England and America

Coordinator: Vera Kreilkamp

*Not offered in 1982-83.

B.A. in French

The French Program is a "living experience" which combines the study of French language, literature, and civilization. Candidates for the B.A. in French generally spend the Junior year in France. They are eligible to live in the Pine Manor French House (Le Manoir Madeleine) before their Junior year abroad and during the Senior year back at Pine Manor.

Internships are available in Boston and Paris.

The B.A. in French is a versatile degree. For example, a degree in

French with a minor or double-major in art history can lead to museum or research work. A double-major or minor in business, political science, or history can prepare a French major for jobs in international business, banking, or management. A minor in English is useful for work in publishing, writing, communications, and translating.

Course of study:

At least 10 courses above the intermediate level: at least two must be in French language; at least six in French literature and approved civilization courses, including an Internship or Senior Seminar; and two may be in related areas such as European history, Spanish or Italian language or literature, philosophy, literature, or art history.

Because of varied backgrounds, all students are expected to take the French placement exam before choosing their first French course. Those who qualify for a course above the intermediate level, generally choose two French courses a year and related courses as described above. A *suggested* course of study (with possible modifications) for those entering at the intermediate level is as follows:

Freshman year

- LF 201-202, Intermediate French I and II, or
- LF 203, Intensive Intermediate French
- *LF 210, "Que sais-je" or Self in the French Tradition, or
- LF 211, Contemporary France (may be postponed until Sophomore year)
- Three electives

Sophomore year

- LF 205, Style Usage in Oral and Written French
- LF 220, Truth of Love — Love of Truth in French Literature and Cinema, or
- LF 285, France in the International World of Business and Politics, or

- *LF 345, Victorious Rebels — "Philosophes" and Poets, or
- LF 358, Great Epochs of French Drama I
- LF 365, Advanced Stylistic Techniques, or
- *LF 366, Creative Criticism
- Five electives

Junior year in Paris

Choice of possible courses with which to meet outstanding requirements in language, linguistics, or stylistics. French Literature of the Renaissance Studies in French theatre and performance Eighteenth Century Literature Nineteenth Century Literature French Civilization Related courses in art and art history, business management, political science, and philosophy. Electives in dance, pantomime, and music.

Senior year

- *LF 338, Modern Themes and Structure in the French Novel, or
- LF 350, French Literature of the Twentieth Century, or
- *LF 359, Great Epochs of French Drama II
- LF 490, Senior Seminar, or
- LF 495, Internship
- Six electives

Coordinator: Dr. Mary Gegerias

*Not offered in 1982-83.



B.A. in Visual Arts

The B.A. in Visual Arts helps the student develop an awareness and appreciation of all aspects of the visual arts. It also assists her in developing the skills and knowledge necessary in her particular area of interest.

There will be a portfolio review after the second year in the program to determine if a student should continue in this B.A. and to help the faculty in advising the student about the last two years of her program.

This B.A. trains the interested student to become a professional artist or designer. It is also excellent preparation for other students who plan to work with artists (in such fields as publishing, television, management, and merchandising), but who will not necessarily do the art work themselves. A minor in theatre arts, English, psychology, art history, or management will broaden career options.

Course of study:

Freshman year

VA 100, Introduction to Visual Arts
VA 211, Drawing I, Instrument
VA 221, Design I, Black and White
Three electives

Sophomore year

VA 212, Drawing II, Freehand
VA 213, Drawing III, Imaginative
VA 222, Design II, Color
VA 223, Design III, 3D
Four electives

Note: The design and drawing courses may be taken in any order.

Junior year

Elective in major
Two internships
Two optional internships
Three electives

Senior year

Aesthetic Seminar
Thesis
Exhibition as appropriate
Five electives

Coordinator: Warren Maxfield

The Associate in Arts and Associate in Science Degrees

Since 1959, Pine Manor College has offered its students the opportunity to earn Associate in Arts and Associate in Science degrees. The A.A. programs are a recognized part of the college curriculum; every undergraduate is awarded the Associate degree as a milestone after two years of study.

The two-year program permits a student the alternatives of earning her B.A. degree at Pine Manor College in one of the eight B.A. programs, of seeking a career with her A.A. or A.S. degree, or pursuing at another institution a course of study not offered at Pine Manor.

Students can earn the Associate degree in Liberal Studies or in one of ten more specialized areas: Art History; Biology; Business Management; Child Study; English: Writing and Literature; Health Sciences; History and Government; Psychology; Theatre Arts; and the Visual Arts.

Curriculum Requirements

General Education Requirements

The core of both the Associate in Arts and the Bachelor of Arts curriculum is CS 100-102, Communication Skills I and II, an unusual two-semester course required of all Freshmen.

Taught by faculty in such different disciplines as English, Philosophy, Biology, Music, and Economics, the course is designed to enhance skill in reading, writing, speaking, and studying, while also providing women with an opportunity to discuss important issues in their lives from a variety of perspectives. Films, dramatic productions, and literature are used to supplement the expository reading materials that are the heart of the course.

To insure a familiarity with a range of subjects, all students must also take at least two courses in each of four groups: humanities, social sciences, natural and behavioral sciences, and fine and performing arts. This change in academic requirements is effective for all incoming degree candidates beginning September, 1982. Candidates for the A.A./A.S. degree must also complete a math competency requirement. (See "Academic Requirements," p. 28.)

A.A. in Liberal Studies

Many students come to college undecided on a particular program or area of emphasis. Liberal Studies is a sound choice for those wishing to explore a variety of subjects. For example, according to the American Bar Association in 1980, the A.A. in Liberal Studies, when followed by two more years of study in English, History, Psychology, Government, or American Studies, is considered a

good basis for the study of law. Students must fulfill the same Communication Skills and group requirements completed by all degree candidates. The rest of the course of study may be selected from the College's 28 areas of study (see "Course Descriptions," p. 44) with the help of the student's academic advisor.

Coordinator: Academic Dean

A.A. in Art History

The Art History A.A. degree Program is designed to give students two years of solid background in different periods of art history, and a basic knowledge of the development of Western Art. Electives allow the student to explore related areas of interest.

The suggested course of study for the A.A. in Art History is nearly the same as that of the first two years of the B.A. in Art History. A student who decides on further study after two years, therefore, can continue at Pine Manor in the B.A. Program in Art History.

Course of study:

Freshman year
AH 111-112, (formerly 211-212), Art History I & II
Four electives

Sophomore year
AH 311, Italian Renaissance Art: Fifteenth Century
AH 312, Italian Renaissance Art: Sixteenth Century
At least one more course in the Art History Program, one of which may be an Internship or Directed Study
Five electives

Coordinator: Dr. Rodman R. Henry



A.A. in Biology

The Biology Program introduces the student to the study of living organisms and the nature of biological processes. The concentration is designed to provide a core of courses to serve as a unified base for more advanced study in biology or in related fields in health or behavioral sciences.

Two semesters of biological laboratory science and two semesters of inorganic chemistry are required. The rest of the student's program of study can be planned according to individual interests, in consultation with the student's academic advisor.

Course of study:

Freshman year

BI 101, Biology of the Cell
Two Biology electives

Sophomore year

CH 102-103, General Chemistry
I and II
Biology elective or Physics†
Five electives

Coordinator: Michele O'Gara

†Through cross-registration only.

A.A. in Business Management

The A.A. Program in Business Management introduces the student to the fundamentals of economics, accounting, marketing, and management, with advanced courses available in more specialized areas. In addition, the Program leaves room for electives in liberal arts. By selecting electives in related or complementary areas, the Program can be tailored to individual needs and career goals.

The course of study for the A.A. Program and for the first two years of the B.A. Business Management Program is the same. Five courses in business management are required for the A.A. degree, including MA 150, Introduction to Computers.

Course of study:

Freshman year

EC 101, Economics I
MN 201, Introduction to Business
(formerly Process of Management)
or elective
Four electives

Sophomore year

AC 105, Accounting I
MN 201, Introduction to Business
(formerly Process of Management)
(if not taken earlier)
MN 211, Principles and Practices of Management
MA 150, Introduction to Computers
Four electives

Interim Coordinator:

Dr. John P. Agnew

A.A. in Child Study

The Child Study Program acquaints the student with theories of child development, curriculum planning and materials for the pre-school and elementary-age child, and effective techniques for teaching and interacting with children. The student can gain a general understanding of child development and behavior, understand the criteria for developing educational programs and environments, and learn to critically assess child-related programs.

Course of study:

Freshman year

PY 110, Lifespan Development
ED 115, Action and Interaction in Childhood Education
Four electives

Sophomore year

ED 216, Curriculum in Early Childhood Education
PY 216, Child Development
ED 285, Interrelated Arts in Children's Work or
ED 320, Theories in Early Childhood Studies
Five electives

Coordinator: Peggy Kaufman

The Child Study Center

One of the liveliest classrooms at the College, the Child Study Center is an on-campus nursery school which allows the Pine Manor student to observe various aspects of child development and to gain practical work experience.

Children between the ages of three and five, drawn chiefly from the neighboring community, attend the Center for morning and afternoon sessions. The Center is staffed by qualified pre-school teachers who work with the Pine Manor students and interns participating in the program. The Center's Director is a

member of Pine Manor's faculty. Parents interested in enrolling their children at the Center may apply to its Director. Caro Dellenbaugh is the Director.

Enriching for the children who attend, the Child Study Center is an invaluable resource for the Pine Manor student. It is a laboratory where academic theory may be applied and tested in the real world.

The student considering a career in early childhood education can experience the challenges and rewards of actually teaching pre-schoolers; the young woman wishing to explore clinical psychology may design and carry out her own research or field project.

A.A. in English: Writing and Literature

The A.A. Program in English: Writing and Literature has a double focus. While gaining personal enjoyment and insights from great works of literature, the student will also learn to write with precision and style, to read carefully and critically, and to communicate effectively.

Course of study:

Freshman year

Any pair of 100- or
200-level literature courses
Four electives

Sophomore year

Any two of the following:
EN 202, Writing with Style
EN 203, Practical Writing
DR 101, Public Speaking
EN 295, Internship
Five electives

Coordinator: Vera Kreilkamp



A.A. in History and Government

The History and Government Program provides the student with a broad background in political, social, and cultural events. A wide range of courses gives the student an understanding of the development of Western civilization and the political ideas of modern governments.

Five courses in history and political science are required; three in history and two in political science are recommended for a good balance.

Course of study:

Freshman year

HI 111-112, U.S. History I & II, or
HI 101-102, Western Civilization
I & II, or
HI 145, History of China and
HI 146, History of Japan
PS 101, Introduction to Politics, or
PS 111, American Government
Three electives

Sophomore year

One history course above the
introductory level
One political science course above
the introductory level:
PS 131, International Relations, or
PS 141, The American Legal
System or
PS 221, Comparative Politics:
Europe or
PS 222, Comp. Politics: Asia, or
PS 311, American Foreign Policy
Five electives
Internship (optional)

Coordinator: Dr. John P. Agnew

A.A. in Psychology

The Psychology Program provides the student with a broad background in the science of human behavior. An introductory course in psychology and advanced courses deal with the social and psychological factors contributing to the development of individual differences. A two-track format in the Program gives students the choice of preparing either for further study in the field of psychology or a related discipline, or for a job after earning the A.A. degree.

Course of study:

Plan 1: Further study after two years.

Freshman year

PY 101, Introduction to Psychology

Five electives

Sophomore year

Any four of the following:

*PY 211, Personality Theory

PY 231, Abnormal Psychology

PY 264, The Psychology of

Adolescence

*PY 302, Experimental Psychology

MA 120, Statistics

*PY 306, Social Psychology

PY 364, Adulthood & Aging

PY 228, Tests & Measurements

PY 245, Organizational Psychology

PY 216, Child Development

Four electives

Plan 2: For a career after two years.

Freshman year

PY 101, Introduction to Psychology

Five electives

Sophomore year

Any two of the following

PY 221, Counseling and Interviewing

*PY 224, Group Dynamics

PY 228, Tests and Measurements

Any two of the following:

*PY 211, Personality Theory

PY 216, Child Development

PY 217, Childhood Disabilities

PY 231, Abnormal Psychology

PY 264, The Psychology of

Adolescence

PY 364, Adulthood and Aging

SO 310, The Family in Society

SO 252, Juvenile Delinquency

Four electives

Coordinator: Margery Seder

*Not offered in 1982-83.

A.A. in Theatre Arts

Pine Manor College's Associate in Arts (A.A.) degree Program in Theatre Arts gives the student a broad introduction to the art of the theatre and its related disciplines of dance and music. Through a wide range of courses, the student can study the basic principles of acting and performance, set design, and technical production. One also has the opportunity to study the literature of the theatre.

When a student enters the Theatre Arts Program, she will be participating in campus productions and workshops, putting into practice what she has learned in the classroom and acquiring new skills. Because the Program in Theatre Arts at Pine Manor is a two-year program, the student can perform in leading roles and undertake stage management responsibilities in her Freshman and Sophomore years, an opportunity often reserved for upperclassmen at most four-year institutions.

Course of study, performance focus:

Freshman year

DR 104, Essential Theatre

DR 111, Movement, Mime &

Improvisation

DR 211, Acting I

Three electives

Sophomore year

DR 212, Acting II

One Theatre Arts elective

Six electives

Course of study, production focus:

Freshman year

DR 104, Essential Theatre

DR 141, Stagecraft

DR 243, Design for Theatre

Three electives

Sophomore year

DR 256, The Art & Industry of Film

& TV

One Theatre Arts elective

Six electives

Coordinator: Robert J. Owczarek

A.A. in Visual Arts

The Visual Arts Program offers students excellent facilities and a wide range of courses. The Visual Arts Building houses sculpture, drawing, painting, and design studios, and a photography laboratory with three individual darkrooms (one for color) and a large general-purpose darkroom.

The resources of the Boston area provide further opportunity for study and for Internships. Museums in the greater Boston area include the Museum of Fine Arts of Boston, the Gardner Museum, the Fogg Art Museum at Harvard, the Peabody Museum, and the Institute of Contemporary Art.

The required courses for the A.A. are:

VA 100, Introduction to the Visual Arts
VA 211, Drawing I—Instrument
VA 212, Drawing II—Freehand
VA 221, Design I—Black & White
VA 222, Design II—Color

Coordinator: Warren Maxfield

A.S. in Health Sciences

The two-year A.S. in Health Sciences is designed to give the student a strong basic foundation of learning that will make her a good candidate for further study at a college or in a hospital in such fields as nursing, respiratory therapy, radiological technology, or cytotechnology. Generally a year to a year and a half of additional study is required in these programs.

Course of study:

Freshman year

BI 101, Cell Biology
Appropriate level math course
(Essential Algebra, Elem.
Functions, or Statistics)
4 electives

Sophomore year

CH 102-103, General Chemistry I & II
BI 205-206, Anatomy & Physiology
I & II
Biology or math
3 electives

Six electives must be reserved for group requirements, and one is likely to be desired for an Internship as a career exploration at a cooperating hospital. This Internship in no way substitutes for the practicum required in a hospital certification program, but it is a sensible way to discover what work in the field is like.

Should the student discover that health sciences is no longer appropriate to her goals and interest, her course work has also prepared her to enter other programs. She may wish to remain at the College for one of Pine Manor's own B.A. programs, such as a B.A. in Biological Psychology, or transfer to a college offering a B.A. or B.S. in biology, pre-med, the biomedical sciences, or nursing.



In summary, one advantage of this program is that the student has two years in which to investigate various health sciences options, at her own pace, including a field experience at a hospital, but with the option of changing her direction without having become specialized too early. Should she decide that a particular branch of health sciences is indeed her career choice, she comes into it as a well-prepared A.S. graduate.

Coordinator: Dr. Elizabeth B. Gardner

After the Associate in Arts or Associate in Science Degree

A Pine Manor student may choose from an unusually wide range of options after earning her A.A. or A.S. degree. Depending on her academic, professional, and personal goals, she may decide to complete her undergraduate education at Pine Manor, take a job, or study a specialization elsewhere.

The B.A. Degree

After completing the two-year program, a student may continue at Pine Manor in one of eight Bachelor of Arts programs: American Studies, Art History, Biological Psychology, Business Management, Developmental Psychology, English: Writing and Literature, French, and Visual Arts.

These programs, begun in September 1977, offer young women exceptional opportunities for individualized instruction by a fine faculty and use of the resources of greater Boston. For more information on the B.A. programs, consult "The Bachelor of Arts Degree" (p. 5) and "Academic Requirements" (p. 28).

Further Study Elsewhere

Pine Manor's teaching excellence is reflected in its graduates. Many have furthered their education at the finest institutions in the country and have achieved considerable success in their chosen careers. In past years, approximately 92 percent of those earning the A.A. degree at Pine Manor have continued their education toward the B.A. degree here or at other institutions which offer different fields or locations of study. (Other students achieve diversity while enrolled at Pine Manor through the cross-registration program with Babson and Boston Colleges.) The colleges that have enrolled recent Associate in Arts or Science graduates form an impressive measure of Pine Manor College's reputation nationwide. They include:

Babson College
Barnard College
Boston College
Boston University
Bowdoin College
Brandeis University
Cornell University
Duke University
Emerson College
Georgetown University
Harvard University
Mount Holyoke College
Rhode Island School of Design
Smith College
Tufts University
University of Pennsylvania
University of Southern California
Vassar College
Wellesley College
Williams College
Yale University

Because transfer requirements and types of courses accepted for credit vary from college to college, students considering transfer are urged to consult the office of the Assistant Academic Dean in planning their academic program at Pine Manor.

Career

Some students begin a job after graduating from Pine Manor. Experience gained through internships or field work can be invaluable to students planning careers. Among the diversified jobs held by recent graduates are advertising assistant at a national magazine, department manager at a large Boston department store, paralegal assistant, public relations officer for the New York office of an international antique and art auction house, assistant to a United States Congressman, researcher in the shareholder division of a major corporation, and employment counselor.



Academic Support Programs

Pine Manor College offers students a variety of academic resources which supplement and enhance classroom experiences. The College encourages each student to take advantage of these services.

The Academic Dean

The Office of the Academic Dean is the administrative center for the academic life of the College. Here a student can obtain help with academic difficulties; information on rules and regulations, summer school, and other colleges; and advice on any academic problem at the College. Students also serve on various committees or task forces within the Dean's Office.

Academic Advising

Pine Manor offers young women more than 300 courses to choose from, 28 academic fields to explore, and many educational and career directions to follow. In order to take full advantage of these rich opportunities students receive personalized assistance and support through a comprehensive advising program.

Each Freshman is assigned as her advisor the instructor in her CS course, ESL 150 or 210/220, or one of her preferred courses.

In this way her advisor will work with her two or three times a week in class and get her off to a strong start. Her advisor will help her to set her goals for the semester and her college career and to cope with the difficulties of her first year by helping her develop the skills she needs and making clear to her the resources and options at Pine Manor.

Sophomores occasionally continue with the same advisor, but normally in the spring of the Freshman year they select as their advisor for their remaining years at Pine Manor a faculty member in the program they have chosen. Any student may request a change of advisor by making her preferences known to the Assistant Academic Dean for advising. At Pine Manor an advisor does not "approve" a student's program. He or she is there to advise, not to over-rule; to present fully the implications of a choice, not to make it. That is the student's responsibility.



Learning Resource Center

The Learning Resource Center inaugurated in 1982, provides diagnostic, tutorial and enrichment opportunities. A trained staff of learning specialists is available to diagnose unique learning strengths and needs in such important areas as reading, writing, mathematics and study skills. Professional and peer tutors also provide assistance over a wide range of subject areas. Students are encouraged to discuss their needs or take advantage of accelerated workshops such as graduate exam preparation, with Alice Blake Stalker, Director of the Learning Resource Center.

Career Planning

The Office of Career Services assists students with realistic and self-directed career development, which includes a comprehensive approach to self-assessment, career information, and job finding techniques.

Self-assessment of skills, interests, and values is realized through testing and individual counseling sessions.

Career information is provided through group sessions focusing on specific fields, in meetings with alumnae, and through an extensive career library.

Students are encouraged and helped to test career plans through internships and summer jobs. The practical strategies for job search are taught in group and individual sessions covering résumé writing, interviewing, and job hunting techniques.

Throughout their studies at Pine Manor, students are encouraged to explore their ideas and feelings about careers through this developmental program.

The Pine Manor Library

The resources of the Library are an extension of the learning process at Pine Manor. Beginning in the fall semester of their Freshman year, students are instructed in the basic skills of library research. The Library currently contains 40,000 volumes, 1,000 phonograph records, and a collection of over 2,500 microforms. In addition, the Library subscribes to 260 current periodicals, including daily and weekly newspapers.

Reader Services

To assist students in utilizing the Library's resources, the professional library staff offers a strong program in bibliographic instruction, including reference and research seminars and term-paper clinics. An excellent collection of reference materials, including abstracts and indexes, helps students with their projects.

In addition, the Library encourages students to explore the fine resources of the many university and research libraries in the Boston area. A coin-operated photocopier, microfilm reader-printer, microfiche reader, and record- and tape-players serve to introduce students to the audio-visual resources of the Library. Special services include passes to Boston's Museum of Fine Arts, personal reserve and course reserve.

Physical Facilities

Located in a handsome converted 19th-century coach house, the Library offers study spaces which are both traditional and casual for browsing, research, quiet conversation, and study. In addition, the library houses several computer terminals and printers which are available for student use until midnight.

Special features include the Music Room, containing stereophonic equipment, the Adelaide Connelly Special Collections Room, which houses rare and special editions, including a collection of first editions by noted American women authors, and the Hess Gallery, in which the Division of Fine and Performing Arts sponsors exhibitions by noteworthy local artists, students, and faculty.

Hours

The Library is regularly open 98 hours a week when classes are in session, with extended hours during examination periods. The Library is also open during the Summer Sessions from 9 a.m. - 4:30 p.m. The Library serves the entire College community and invites neighbors and friends to use the references.

Special Programs

Diversity of student body and variety of academic options contribute significantly to a college's vitality and relevance in a changing world. Affiliations with other institutions and innovative programs enable Pine Manor to enlarge its offerings and broaden its perspective without losing its special advantages as a small, cohesive women's college.

Internships

Pine Manor College recognizes that there are fundamental links between a college education and the world of work. The Pine Manor Internship is one clear link. Founded on the premise that knowledge comes from experience, the long standing Internship program offers women the opportunity to explore the working world. A long association with many firms, and the frequent offer of permanent positions to our students are some of the measures of the success of this program. Internships help educate future professionals. They also provide women with the information and experience crucial to a wise career choice.

Internships

Objectives: As a formal component of the academic curriculum, the internship experience is designed to offer students new sources of learning, both on and off campus; to develop in each intern a sense of increased personal competence and responsibility; and to stress the relationship between theory and practice in a professional setting. Possibilities are limited only by the initiative of the prospective intern and the educational merit of her plan.



The Internship Program is open to any student who has successfully completed her first semester.

Students are limited to a total of five internships during their four years. This would include summer internships, December/January internships, and those taken during the academic year.

For Juniors and Seniors in the Bachelor's Degree Programs, the Internship provides an important component in making career decisions. B.A. Program Coordinators contribute to the planning of student Internships at the Junior and Senior levels.

The student interested in a Pine Manor Internship consults with the Director of Internships and the faculty member whose academic discipline best relates to the desired work experience. The three discuss the opportunities available, and the student then investigates an internship setting

to create an appropriate project with her work supervisor there. A learning contract is prepared and approved by the student's faculty sponsor, the agency supervisor, and the faculty subcommittee on Internships. Arrangements for an Internship must be initiated no later than registration day for each semester. The approved contract must then be filed with the Registrar three days before the last day to add a course for that semester. The learning contract includes both on-site responsibilities and complementary on-campus research.

An Internship usually involves between 8 and 15 hours of work per week, plus on-campus seminars which address issues related to career development. The 295 Internship for Freshmen and Sophomores is Introductory Level, 8-12 hours/week. The 495 Internship for Juniors and Seniors is Intensive Level, 12-16 hours/week. All students intern for a

minimum of 12 weeks during the semester. As important as the credit earned is the student's sense of responsibility and professional competence.

A student who has completed one Internship can develop a second Internship at the same site only if the second Internship varies significantly from the first and has been approved by the Asst. Dean for Internships and the faculty sponsor.

Credit: An Internship is considered the equivalent of a full academic course carrying a value of four semester hours. Full course credit is granted on a Pass/Fail basis for the successful completion of an Internship. By agreement between the student and the faculty sponsor, a letter grade can be earned instead. An Internship may not be used to satisfy area requirements. The fee for an Internship taken as a semester overload is the same as for any other full course overload.

Up to 100 students may participate in the Internship Program each year, at the introductory level. The size of the program is limited to 40 in the fall semester and 60 in the spring to insure the effective sponsorship of each intern by the faculty. Students at the Intensive level are sponsored by faculty in their major field. The number of Intensive level Internships is not limited by number but by B.A. candidacy. In some B.A. programs, there are prerequisites for the senior-level Internships.

Internships are available in many areas each year. The following are just some of the Internships in which students have participated in the past. Not every Internship listed will necessarily be available each year.

Arts

Gardner Museum
Museum of the China Trade
Carol Palmer/Andrew Brilliant
Photography Studio
Pisani Associates, Architects
American Institute of Textile Arts
Sotheby Parke Bernet (auctioneering; arts management)
Copley Society of Boston
(arts management)
Boston Ballet (arts or dance management)

Business and Management

Filene's (management and personnel)
Wang Corporation (customer service rep)
Bose Corporation (sales management)
Saks Fifth Avenue (dept. management)
Commonwealth Bank/Norfolk

Communication

French Consulate General (public relations, research)
Brookline Chronicle (journalism)
Colonial Cablevision (cable TV and advertising)
Houghton Mifflin Publishing Co.
(editing foreign language texts)
Larkin Publications (advertising)
WEEI AM/FM Radio (production and technical support)

Education

École Bilangue (bilingual education)
Brookline Center for the Arts
(elementary school art teaching)
Brookline Infant Center (pre-school)
Brookline Recreation Department
Children's Museum (elementary education, program development)
Community Pre-School Nursery
(teaching of handicapped)
Perkins School for the Blind
(secondary and adult education)
Pine Manor Child Study Center
(pre-school teaching)

Environmental Planning

Arnold Arboretum (research, field work in botany)
Children's Zoo (animal care, research)
New England Aquarium (animal care, marine research)
Sierra Club (research, monitoring environmental legislation)

Health and Human Services

Tufts University Dental School
(dental assistant)
Children's Hospital (play therapy)
Sidney Farber Cancer Institute
(chemical and medical research)
Massachusetts Mental Health Center
Beth Israel Hospital (nursing floor, research, nutrition department)
Hebrew Rehabilitation Center
(therapy with elderly)

Law

Billerica House of Correction (legal rights, counseling)
District Court of Natick (probation and other phases of legal process)
Division of Youth Services (counseling delinquent teenage girls)

Politics, Government, History

Boston City Hall (federal relations and legislation)
U. S. S. Constitution Museum
(research, museology)
Dover Historical Society (archaeology, research, field work)
Office of the State Attorney General
(consumer protection)
Offices of State Representative
Peter Webber and State Senator
Jack Backman (constituent representation, legislation)
Massachusetts State House Guides,
Boston (history and governmental)

Technical Support/Research

Department of the State Auditor
(statistical research accounting)
Boston Hospital for Women/Lying-in
Division (statistical research)

Summer Internships

By special request students may arrange for full-credit Internships during the summer. These must be applied for no later than two weeks before the end of the spring semester, and they must receive the approval of both the faculty sponsor and the Director of Internships. Programs approved to date: The Governors Intern Program, the State of Georgia; the Sturbridge Archaeological Field School (Phoenixville, Ct.); Museum of the China Trade; and *Seventeen Magazine*.

December/January Internships

Students are eligible for a two credit internship during the break between the fall and the spring semester. These internships require careful planning and a written proposal. The proposal needs the approval of the Director of Internships, the faculty sponsor, and the Academic Standards Committee at least two weeks before the last class of the fall semester. This internship will be counted as one of the total of five internships which a student may pursue during her four years of study.

Resources

Assistant Dean for Internships, Roberta Gianfortoni, is available to the student, the on-site supervisor and the faculty sponsor during all phases of the Internship. Each student also benefits from the close ties with the Career Services Office of the College.

Internships and the B.A. Majors

B.A., American History

Internship is recommended, not required. A Senior Seminar is required.

B.A., Art History

Internship or Directed Study is recommended.

B.A., Biological Psychology

Internship and a Senior Seminar are required.

B.A., Business Management

Senior Internship or Senior Seminar is required. (The Senior Seminar MN 490 is typically taken after MN 401.)

B.A., Developmental Psychology

Internship and a Senior Seminar are required.

B.A., English

Senior Internship or Senior Essay is required.

B.A., French

Internship or Senior Seminar is required.

B.A., Visual Arts

Internship is required.

Babson College and Boston College

Tourists and natives agree that Boston is one of the great intellectual centers of America. Students at Pine Manor take advantage of the area's resources through a program of cross-registration with nearby Boston College and Babson College.

Through this program, students can take courses not offered by Pine Manor at either Babson or Boston College and receive full credit toward their Pine Manor degree. The College provides transportation at a nominal fee for courses with a minimum enrollment of 4 Pine Manor students. Otherwise, students arrange their own transportation. Students from Babson and Boston College may, in turn, cross-register for Pine Manor courses. In addition to providing the stimulation of other courses and campuses, cross-registration encourages Pine Manor students to meet men and women from other colleges.

Courses taken through cross-registration at Babson and Boston colleges are applied toward the Pine Manor

College degree on a course by course basis. Three-credit courses, therefore, do not lead to a credit deficiency, and all courses are counted as part of the cumulative GPA.

Cross-registration is limited to one course per semester beginning with a student's *second* semester at Pine Manor College.

Information about cross-registration, course offerings and approval forms to be filed with the appropriate colleges are available at the Registrar's Office.

Since 1982, the College has added another dimension to the cross-registration relationship with a Babson faculty exchange in the areas of management theory, financial accounting, and foreign languages and cultures. In addition, one course a year is team-taught with Boston College faculty.

English as a Second Language

The program in English as a Second Language (ESL) is designed for young women from other countries whose native language is not English. All international students must submit evidence of their English ability. This may be done by submission of a Test of English as a Foreign Language (TOEFL) score that exceeds 450, or an equivalent score on the Michigan Test of English as a Foreign Language taken at Pine Manor's International Language Institute.

The First Semester

Students may enroll at the start of either the fall or spring semester. Upon arrival at Pine Manor, they are given a placement test that determines which level of English is most appropriate for them. Students whose scores indicate proficiency below the TOEFL 450 level will be placed in non-credit English classes in the International Language Institute. Students with scores over 450 will be placed in either the Intensive Intermediate course (ES 150) or in one or both of the two courses at the advanced level: Advanced Reading (ES 210) and Advanced Writing (ES 220). These three ESL courses carry four credits each toward the Pine Manor degree. However, the transferability of these credits to other American colleges may vary from institution to institution.

In addition to studying English, students placed in the intermediate course may enroll in one academic course from the regular Pine Manor curriculum. Students in advanced level ESL courses may take two or three regular courses. If four courses should prove to be too great a load during the first semester, the student may take fewer than four courses.

However, she must make up the course shortages by taking an overload in a subsequent semester (the fee for each overload course is \$400.00) or by enrolling in summer school at Pine Manor or another institution. The ESL student is cautioned that it may take her longer than four semesters to complete her requirements for the A.A. or A.S. degree.

The Second Semester

At the completion of the first semester, ESL students again take the placement exam. The results of this test, in addition to a student's course work in ESL courses during the semester, determine placement in the second semester. In general, students who successfully complete intermediate ESL proceed to the two advanced level ESL courses. Students who complete Advanced Writing (ES 200) with a grade of "C" or better proceed to the regular Freshman English Program in Communication Skills (CS). The CS and ESL directors determine the appropriate CS level, depending upon a student's writing ability. Students who do not complete ES 220 with at least a "C" grade are required to continue their study of ESL until adequate proficiency is demonstrated. International students must complete the CS program in order to obtain a Pine Manor degree.

Rooming

Every attempt is made to give each international student an American roommate to encourage each person to learn from the other. All international students share a special advisor, who works closely with the faculty teaching the ESL courses.

International Language Institute

The International Language Institute (ILI) was created in 1981 to provide intensive English language instruction to international students whose proficiency is below that of TOEFL 450. The ILI is open to all international women who are high school graduates and is not restricted to Pine Manor College applicants. Students enrolled in the ILI live in a separate dormitory on campus, but are encouraged to actively participate in all College activities.

ILI programs begin each month during the summer and in September, January, and April during the academic year. Classes are held five days a week for a total of 20 hours. ILI students are tested at the end of each program and must achieve 80% mastery of the structures and skills taught in order to advance to the next level. The Michigan Test of English Language Proficiency is administered frequently to students in the program. Students who achieve a score equivalent to that of TOEFL 450 on that test prior to the beginning of a Pine Manor semester and who have been accepted by the Office of Admissions at Pine Manor College are then eligible to enroll in academic courses.

Model United Nations

Every April, Pine Manor represents a national delegation in the National Model United Nations conference in New York City. Each student selected to participate researches issues to be discussed in a particular committee of the U.N. General Assembly or a specialized organ or conference of the U.N., such as the U.N. Environmental Program or the U.N. Conference on Trade and Development. At the conference, students from Pine Manor College and approximately 150 other colleges play roles of U.N. delegates and simulate the international diplomatic processes which occur within the U.N. framework. Students can receive credit for participation in Model U.N. in one of three ways: by enrolling in PS 310 and participating in Model U.N. to fulfill the course's research requirement; by enrolling in PS 296 in those semesters when it may be offered; or by entering Model U.N. in conjunction with a directed study.

Although Pine Manor pays delegation fees and hotel expenses of Model U.N. participants, students must expect to pay for their own meals and for their own travel to and from New York.

Study Abroad

Pine Manor College sponsors several programs for study abroad.

Candidates for the English B.A. may spend a junior semester (or year) in England, taking approved courses at Richmond College (London), or at the University of Essex. For information, contact Dr. Burnham Carter, Jr; Chairman of the Humanities Division of the College.

Students interested in French as well as Canadian studies (including history, government, or business) may participate in a junior year exchange program with the Province of Quebec, Canada. Pine Manor is one of 13 New England colleges participating in this exchange. For information, see Dr. Mary Gegerias in the Humanities Division.

Art History majors may study approved courses at various institutions in Paris. These courses allow the student with little or elementary French to study Art History in English. Interested candidates should consult with Dr. Rodman Henry, Coordinator of the B.A. Program in Art History.

A nationally known program in Paris for French majors, the Consortium of Colleges Abroad, is described in detail below.

Consortium of Colleges Abroad (Paris)

Spend a semester or year studying in Paris, "the City of Light," through the Consortium of Colleges Abroad.

Living with selected French families, students enjoy a warm, friendly atmosphere in which they gain familiarity with the language, culture and daily life of France.

The program is available to qualified Pine Manor Sophomores for one semester, to Juniors for the full year and also to students from other selected colleges. All Consortium students are required to take a placement exam before the orientation program in Tours. Those going to Paris in their sophomore year return to the College at the start of second semester. They receive full academic credit for their work, provided they successfully complete their fourth semester at Pine Manor. Students participating in the third-year program also receive full credit and may return to the United States as Seniors to complete their B.A. degree at Pine Manor or other selected colleges. Generally, students earning a Bachelor of Arts degree in French at Pine Manor participate in the junior year program in France.

In order to meet the varied needs of students abroad, administration in Paris includes an on-site Directrice, Madame Lynn Marsden, who serves the program for the full year. In addition to planning the academic program, she arranges appropriate internships which have included Christian Dior, *Vogue*, and Galeries Lafayette.

For information write Dr. Mary Gegerias, American Director, Consortium of Colleges Abroad, Pine Manor College, 400 Heath Street, Chestnut Hill, Massachusetts 02167.

Directed Study

As an independent study experience, Pine Manor offers directed studies courses in each subject to students after the first semester of their Freshman year.

A student interested in such independent study should present a proposal, in writing and in detail, to the faculty member in the area to be explored. A copy of the project as approved by the instructor is then filed with the Registrar no later than the last day to add a course. At the end of the semester this proposal is used as the basis for full course credit. For Freshmen and Sophomores the Directed Studies project carries a 299 number; for Juniors and Seniors the number is 499. For both groups the prefix letters (AN, EN, PY, VA, etc.) will depend upon the field in which the topic falls.

Students have taken such directed studies as advanced sculpture, a study of early American furniture, and a photographic documentary of a Boston suburb.

Dane Science Lecture

The Dane Science Lecture commemorates the dedication in 1977 of the Ernest Blaney Dane, Jr., Microbiology Laboratory at Pine Manor College. The Lecture program sponsors a distinguished lecturer in the sciences every two years.

Distinguished Lecturer Series

Inaugurated in 1980, the President's Distinguished Lecturer Series sponsors seminars and lectures by distinguished professionals in a variety of fields including business, foreign languages, writing, linguistics, computer science and artificial intelligence. Students can meet with the speakers informally after the lecture. Often, the guest lecturers are authors of textbooks used in Pine Manor College classes. Speakers for the B.A. programs during 1981-82 included:

Lloyd Lillie
Chairman, Sculpture Department
Boston University

Robert V. Bruce
Professor of History
Boston University

Jean Mayer
President
Tufts University

Jean-Ethier Blais
Professor, French Literature
McGill University

H. T. Ballantine, M.D.
Neurosurgeon
Massachusetts General Hospital

Samuel Y. Edgerton
Chairman, Art History Department
Williams College

Grace Baruch
Program Director, Center
for Research on Women
Wellesley College

Marjorie Garber
Chairman, English Department
Harvard University

Eugene V. Amoroso
President, Foods Division
Coca-Cola Company

Marine Studies Consortium

"Into the Ocean World" is an interdisciplinary marine studies course which has been offered since 1980 as a project of the Marine Studies Consortium created by a group of 25 institutions of higher education in the Greater Boston area. Pine Manor students with an interest in a course which includes both study of the marine world itself as well as a survey of related disciplines, may discuss enrollment with Michele O'Gara, Chair of the Natural and Behavioral Sciences Division. Classes are held each spring in the Sea Grant Program conference room on the M.I.T. campus, which is easily accessible via public transportation. The Pine Manor student may also use the Sea Grant's marine reference center and pursue various related projects through field trips.

"Into the Ocean World" is a comprehensive interdisciplinary introduction to the oceans. The teaching team is composed of experts in the sciences, social sciences, humanities and arts, each with an interest in marine issues and each with a commitment to bridging the gaps between disciplines. The course themes are broad, but throughout the course attention focuses on the Boston Harbor.

Michele O'Gara can help the student with her interest in marine studies by reviewing this course with her as well as BI 220, Marine Biology (see course listings). Another reference is Dr. Burnham Carter, Jr., current President of the Massachusetts Bay Marine Studies Consortium.

Continuing Education through The Open College

The Open College program of continuing education offers adults the opportunity to begin or resume college studies on a part-time, full-credit basis. Open College women attend classes with full-time Pine Manor students. The result is a "mixed-age" classroom in which both older and younger women benefit by sharing experiences.

Classes are offered both days and evenings; the semesters begin in September and late January. The Open College plans educational, cultural and social activities throughout the year in addition to providing regular academic programs for credit. Open College students are welcome to attend all campus activities.

Admission

Students are admitted to The Open College regardless of previous academic experience. They must be at least 23-years-old and have had an interruption of at least three years in their education. Application is made to the Assistant Dean for Continuing Education. Open College students may be considered as candidates for the B.A. or A.A. degree after completing two courses at Pine Manor with a grade of C or better. Course credits may also be presented for transfer from other institutions.

Change to Full-Time Status

Because Open College students pay a reduced tuition rate for part-time study, they are expected to take no more than six courses in an academic year, with a maximum of three (3) courses to be taken in any single semester. A continuing education student who wishes to begin study on a full-time basis at Pine Manor should apply through the regular Admissions

Office. She will then pay the full tuition rate. (A one-year residency requirement of 32 credit hours must be completed for a degree candidate.)

Should a continuing education student already in the Open College program wish to change her status to full-time, application must be made to the Academic Dean.

Academic Advising and Registration

Open College students and women contemplating courses at Pine Manor are encouraged to seek academic advice from the Asst. Dean for Continuing Ed. She can discuss transfer of credit from other institutions, degree requirements, prerequisites and course content. Academic advice insures an understanding of the registration process and course selection appropriate to a student's educational goals. Students may register at the time of advising. Complete payment for course work is expected the first day of class.

Should an Open College student elect to be a degree candidate, she will also be assigned a faculty advisor and receive additional advising, as needed, through the Office of the Academic Dean.

Transfer Credits

Open College students who are B.A. or A.A. degree candidates may submit transcripts of courses taken at other colleges for consideration for transfer credit. The Registrar will review each transcript and notify the student of her total transfer credit.

Only courses with a grade of C or better will be considered for transfer credit.

Non-Traditional Credit: CLEP/ Prior Learning Credits

CLEP (College Level Examination Program) offers students the opportunity to earn college credit by examination. Pine Manor College students must obtain the approval of the Aca-

demic Dean before registering for CLEP. Prior to the official granting of credit a student must have successfully completed three courses or twelve credits at Pine Manor College with a grade of C or better. The CLEP policy has been offered since 1974. Credit for prior learning experience is reviewed on an individual basis. The amount of credit awarded is determined by the examination results and consultation with appropriate faculty and Dean's office members.

Course Selection

Open College students may register for courses from the regular Pine Manor curriculum on a space available basis. Degree candidates are assured admittance to any course required for the degree. Additional courses designed for the adult student are also offered.

Internships

To be eligible for an Internship, an Open College student must be a degree candidate and have completed two courses at Pine Manor. In all other matters, Open College students are governed by the same guidelines for Internships as other Pine Manor students (see "Internships," p. 20).

Tuition and Financial Aid

An Open College student pays less than the regular tuition fee per course (four semester credit hours), payable upon enrollment. A student wishing to audit a course must receive the permission of the instructor. Fees for 1982/83 are \$375 for credit; \$188 for audit. Financial aid is available for degree candidates. All eligible students are urged to apply for a Basic Educational Opportunity Grant for half-time study (see "Financial Aid").

Special Programs

The Open College also offers a series of non-credit courses in areas such as personal growth, career development, literature and the arts. These courses are open to all students. Since these courses are shorter in duration than the full-semester credit courses, they are ideal for the student who wishes to study, but cannot devote a full 14 weeks to his or her efforts.

Further information may be obtained by contacting Roberta Gianfortoni, Asst. Academic Dean for Continuing Education and Internships, Pine Manor College, 400 Heath Street, Chestnut Hill, MA 02167 at (617) 731-7088.

The American Institute of Textile Arts

The internationally recognized American Institute of Textile Arts (AITA) was established at Pine Manor College in 1977 under the direction of Mildred Davis, now its Director Emerita, for the purpose of studying the textile arts: what they are, their historical place in our culture, and their relevance to the decorative and fine arts.

As a pioneer in establishing a long-needed academic and professional home for one of the finest and most important decorative arts, Pine Manor offers programs of study through the AITA to people from all parts of the country.

AITA programs are planned with care

and designed to improve skills in many of the textile arts through on-campus instruction or correspondence study, or a combination of both. These courses are open not only to people of all ages living off-campus but also to all Pine Manor students.

Continuing Education Credit Programs for 1982-83

The following courses are offered in cooperation with the Open College and the AITA. Each carries four semester hours of credit. No Pine Manor freshman may register for an AITA credit course.

AH 285, The History of Textile Design

AH 286, The History of Western Costume

AH 287, Introduction to Textile Analysis I and II

AH 385, Period Costume: 1800-1930

AH 488, Advanced Professional Study in the Textile Arts

AH 489, Advanced Professional Study in the Textile Arts

For more information, please consult the appropriate section of "Course Descriptions" or the B.A. in Art History section of this catalog.

In addition, Internships and Directed Study opportunities can be arranged through the AITA and the Director of Internships.

Students have the opportunity to choose from among three foci of study in the B.A. in Art History Program: the history of art, the history of interior design, and the history of textiles. These concentrations make full use of the instructors, textile collection, and library of the American Institute of Textile Arts.

Non-credit Programs Offered by the AITA in 1982-83

Ten-Week Workshops The Ten-Week Workshop has become a regular part of the AITA program. It offers a unique approach to the textile and needle arts. The focus is a gen-



eral introduction to textiles, embroidery, color and design, but students work in a variety of techniques and media. Included in this series is study of the historical background of these areas, and exposure to the Institute's textile and costume collection.

Conservation/Preservation/ Restoration Workshops

These popular programs have been developed to help individuals as well as historical society and museum personnel. Workshops cover basic conservation and preservation methods, identification of fabrics and costumes, as well as the important methods used for textile exhibition. Examples from the AITA textile and costume collection are used for study purposes.

Museum Interpretations A museum-oriented program planned for students who wish to explore a different approach to design in the textile arts by using the resources of a local museum. Students go "behind the scenes" and learn how to look at and study design inspirations. This knowledge is then interpreted on-campus in class. Interpretation can be in the form of embroidery, design, or the compilation of a reference book of samples.

Lace Identification An unusual opportunity for the individual collector, as well as the museum professional, to learn to identify a variety of laces. Fine examples of lace from the AITA collection, as well as some from the instructor's private collection, are studied. Students also observe demonstrations in bobbin and needle-made lace-making and participate in the actual working of some techniques.

Contemporary Crazy Quilting This program explores the types and combinations of surface embroidery used to decorate these heirloom Victorian quilts. Historical background is discussed, and examples from the AITA collection are studied. Using their own creativity, or documented materials, stitches and combinations as a design source, students work a contemporary piece of quilting in class.

The National Textile Arts Assembly The AITA National Textile Arts Assembly, held annually in June on the campus of Pine Manor College, is designed for people interested in developing an awareness of the historical and cultural background of the textile arts as well as in advancing skills in these arts. The Assembly offers special seminars as well as four-day workshops and special events.

AITA Special Programs in the Arts

In addition to the credit and non-credit programs, AITA offers a variety of Special Programs in the Arts. These are non-credit presentations in the form of seminars, lectures, and tours related directly to the Decorative Arts.

Further information may be obtained by contacting Elizabeth M. Gilbert, Director, AITA, Pine Manor College, 400 Heath Street, Chestnut Hill, MA 02167, (617) 731-7133 and 7134.

Academic Requirements

Programs of Study

Pine Manor College awards three degrees: the Bachelor of Arts, after four years of college work, and the Associate in Arts and Associate in Science, after two years of study.

After receiving the A.A. in Liberal Studies or one of the ten more specialized Associate degrees, Pine Manor students may enroll in one of the College's B.A. programs in American Studies, Art History, Biological Psychology, Business Management, Developmental Psychology, English: Writing and Literature, French or Visual Arts. (An Individualized B.A. may also be arranged.) Some students may decide to begin a career after the A.A. or A.S. or transfer to an institution that offers a program not available at Pine Manor.

Students transferring from other institutions to Pine Manor may be admitted to either degree program.

Program Planning

Pine Manor College gives each student individual attention in planning the best course of study in light of her particular abilities and goals. The Fall of 1980 marked the inauguration of COMPASS (Comprehensive Advising System for Students), which is now widely recognized as a goal-oriented approach to advising, program, and life planning.

The assignment of advisors is discussed on p. 18. The following regulations apply to all students:

During orientation: During orientation in September there is an opportunity for each student to speak at length with her advisor. At the end of the conference, the advisor will give the student her registration form, on which her suggested course program will be written down. Without such a form, a student will be ineligible to participate in registration at her scheduled time, and she will have to register late, after meeting with her advisor or the Academic Dean.

During the fall semester: It is the responsibility of every student to meet with her advisor so they may review her academic work, become better acquainted, and discuss the student's academic plans. Students who receive mid-term warnings are required to see their advisors. (Warnings are not sent to parents.)

At pre-registration for the spring semester (first two weeks in December): A student may not pre-register for the spring semester without a conference with her advisor. Students are urged to continue discussion of personal, educational, and career goals with their advisors, as an aid in choosing courses.

After mid-term warnings for spring semester (and before "the last day to drop a course without penalty"): All students who received mid-term warnings or who are on probation are required to see their advisors. (Warnings are not sent to parents.)

Course Load and Selection

The regular program of study consists of four full courses per semester. A student may enroll in four and one half courses at no extra charge. In order to take a fifth full course (or an equivalent pair of half courses), the student must

have the permission of her academic advisor. A fee of \$400 is charged for this overload. Music 143-144 and 243-244, for which there is already a special fee, are not included in any calculation of an overload fee.

Because Pine Manor tries to keep class size manageable, it may not be possible for a student to enroll in each course she wishes. Some preferences may have to wait, so alternatives are required at pre-registration. Her academic advisor is the best source of information on questions of course alternatives.

Class Attendance

Each faculty member determines the attendance policy for his or her classes and must communicate this policy in writing to both the students and the Academic Dean at the start of each semester. A resident student may not excuse herself from class for reasons of illness. She is to report to the Infirmary, where she may be admitted for the day or longer if necessary. Day students too ill to attend class and resident students who are too ill to return to College from a vacation must telephone the Infirmary each day that they are ill so that they may be listed as "ill at home."

Auditing

All degree candidates may audit courses without fee, subject to the instructor's approval. Open College students and special students (non-degree candidates) may audit courses for a fee of \$188 per course, subject to the instructor's approval. Course audits do not receive credit or affect the Grade Point Average, but are recorded on the permanent record of the student.

General Regulations

Transfer credit will be awarded only for courses which are equivalent to those offered at Pine Manor and in which a grade of C or better has been earned. An official transcript must be submitted. All requests for transfer credit

should be presented to the Assistant Academic Dean or Registrar for approval. Courses taken at a regionally accredited college or university during the final year of secondary school may be presented for credit towards the Pine Manor degree up to a limit of 8 semester credit hours.

Any student making up a course shortage in summer school or presenting course credits from another college or university may substitute a 3 semester credit hour course for the 4 credit hour ones offered at Pine Manor up to a limit of two.

In order to participate in the Commencement exercises, a student must have completed all course requirements for her degree and have a cumulative grade point average of 2.0.

Courses Required of all Students

Candidates for the Bachelor of Arts, Associate in Arts or Associate in Science degree must meet the following requirements:

1. Satisfactory completion of Communication Skills 100-102, to be taken in the Freshman Year. (All international students must first satisfy the English proficiency requirement as determined by the placement exam or satisfactory completion of the ESL course sequence.)

2. Satisfactory completion of a math competency requirement of one semester of MA 100, Essential Algebra. A student's need for this course would be determined by a math placement examination required of all Freshmen. If a student's score is high enough to indicate a working knowledge of algebra, she may be exempted from this course. In that case, she would not be required to take another math course as a replacement for MA 100. This minimum math competency requirement is a graduation requirement effective for all entering students beginning September, 1981.

The minimum math competency requirement serves as a mathematical base for the curriculum. A sense of comfort and familiarity with numbers, formulas, equations, graphs, etc. is fundamental to many disciplines, including Sociology, Economics, Psychology, Business Management, Visual Arts, Biology, and Chemistry.

3. Satisfactory completion of two full courses each in the following four groups before the end of the Sophomore year, for a total of eight courses:

Group I, Humanities: American studies, art history, English, English as a second language (only one may satisfy general education requirements), humanities, modern languages, philosophy, and religion.

Group II, Social Sciences:

Anthropology (except physical anthropology), economics, history, business management, political science, and sociology.

Group III, Natural and Behavioral

Sciences: Biology, chemistry, mathematics, psychology, physical anthropology, and physics.*

Group IV, Fine and Performing

Arts: Drama, modern dance, music, and visual arts.

Accordingly, after conferring with her advisor, each Freshman selects (in addition to CS 100) three courses each semester on the basis of her personal goals and interests. It is her responsibility to make sure that she meets the general education requirements listed above.

Note: Some courses do *not* satisfy these general education requirements. Such courses do not include a group number in their description.

*Available through cross-registration.

No Internship or Directed Study shall satisfy the General Education Requirements, effective with the freshman class entering in the fall of 1982.



Graduation Requirements for the B.A., A.A. and A.S. Degrees

Requirements for the B.A. Degree

A candidate for the B.A. degree normally takes four full courses (16 semester credit hours) in each of eight semesters. At least 128 semester credit hours are required for the Bachelor of Arts degree. If an applicant to Pine Manor for the B.A. degree has previous college credits, she may ask that they be applied to her degree up to a limit of 96 semester credit hours. Her final 32 hours must be earned at Pine Manor. If she has completed her A.A. or A.S. degree at Pine Manor and wishes to take a year's leave of absence in order to attend a program sponsored by another regionally accredited college or university, she may do so up to a limit of 32 semester credit hours. If she leaves Pine Manor without completing her

A.A. or A.S. degree and attends another regionally accredited college or university, she may ask that her combined college credits be applied to her B.A. degree, up to a limit of 96 semester credit hours. She is then expected to complete her final 32 hours at Pine Manor.

A graduating Senior who has already completed 32 semester credit hours or more at Pine Manor and who faces a shortage of one or two courses may complete her work at summer school. If she is short three or more courses, she must return to Pine Manor to earn her degree.

Requirements for the A.A. and A.S. Degrees

A candidate for the A.A. or A.S. degree normally takes four full courses (16 semester credit hours) in each of four semesters. At least 64 semester credit hours are required for the Associate in Arts and Associate in Science degrees. A student entering with previous college credits may ask that they be applied to her A.A. or A.S. degree up to a limit of 32 semester credit hours. If she has less than 32 hours, she may expedite her degree completion by additional transfer credits from summer school but only up to a total transfer credit of 32 hours. In no case may a student earn her A.A. or A.S. degree without taking at least 32 semester credit hours at Pine Manor.

If she enters in January with no previous college credits, she may still graduate in three semesters by (1) completing two courses in summer school and (2) then taking five full courses in two of her three semesters. Alternatively, she may take two courses in summer school after her first semester, take the normal four-course program both terms of her second year, and then complete her final two courses in a second summer school session.

If she enters in September or January with no previous credits and wishes to take a one semester's leave of absence in order to attend another regionally accredited college or university, she may do so provided it is not her final (fourth) semester. She may transfer in up to 16 semester credit hours this way.

If she is short either one or two courses for her A.A. or A.S. degree, she may take them in summer school and receive her degree at the next Commencement. If she is short three or more courses, she must return to Pine Manor to earn her degree. In no case after her stay at Pine Manor may she transfer back more than two courses (8 semester credit hours) toward this degree.

Summer Sessions at Pine Manor

College students, high school graduates, returning students, and qualified high school students may apply for summer school admission.

Courses offer four academic credits each with the exception of LF 203 which offers eight. In addition, all College summer courses will be accepted as part of the cumulative Grade Point Average.

The Pine Manor Summer Sessions offer the same teaching excellence, individual attention and high expectations of students that are the hallmark of the College's 70-year history. Most of the courses are selected from the regular academic curriculum of 300 courses. Included are courses from more than 21 arts and science areas particularly suitable to the short, intensive study period of the summer. All summer session courses are co-educational, but residence is for women only. Summer school classes meet for two hours each, Monday through Thursday, for five weeks per session. Session I begins the first week of June and ends by the 4th of July with Session II following and ending after the first week of August.

Special courses are offered during summer school only.

Summer Study Elsewhere Summer study plans must be approved in advance in writing by the Academic Dean or Registrar. Once such courses have been completed and an official transcript received by the Registrar, any course in which a grade of C or higher has been received will be credited toward the Pine Manor degree. No more than two summer study courses may be applied towards the Pine Manor A.A. or A.S. degree. The grade will not be accepted as part of the cumulative Grade Point Average.

Early Graduation

Occasionally, a student will wish to be considered for early graduation. The College accepts credits earned through the Advanced Placement Program, the College Level Examination Program, credit earned through Pine Manor's Summer Sessions, and college course work completed before matriculation at Pine Manor. All such work should be presented to the Academic Dean for evaluation before the start of the academic year.

Academic Performance

Pine Manor encourages intellectual growth in its students and attempts to provide an atmosphere that is supportive of each student and her individual effort. Achievements are measured, not only by external standards, but also against the student's own capabilities and the demands she makes of herself. By offering young women the opportunity and the personal responsibility for academic self-development, the College fosters qualities of integrity, self-discipline, independence, and self-confidence.

The Grading System

The college year is divided into two semesters. Grade reports are sent to the student in January and in June. Copies may be sent to parents upon written request and in accordance with the Family Educational Rights and Privacy Act of 1974.

Excellent	A	4.0 points
	A-	3.7
	B+	3.3
Good	B	3.0
	B-	2.7
	C+	2.3
Satisfactory	C	2.0
	C-	1.7
	D+	1.3
Weak pass	D	1.0
	D-	0.7
Failure	F	0.0

AU Course audit. Audits do not earn credit or affect the Grade Point Average.

I Incomplete work, given primarily for reasons of illness. Any student wishing to receive an Incomplete must speak with her instructor. Any instructor wishing to give an Incomplete should confer with the Academic Dean and complete the appropriate form. An Incomplete must be made up and a

final grade received before the fifth week of the subsequent semester, unless a specific extension is received from the Academic Dean. Any Incompletes remaining after the fifth week will automatically be changed to a grade of F.

- W Withdrawals between the end of the drop/add period and the last date to withdraw without academic penalty.
- WF Withdrawn with grade of F. This symbol is used when the student withdraws after the date indicated on the academic calendar. Failure is automatic and the grade is included in the Grade Point Average.

Grade Point Average (GPA) All courses normally meet for a cumulative total of at least three hours per week and, except for a few in performing arts and in physical education, carry a value of four semester credit hours. Three hours of outside work are expected for each hour in class. Each semester is approximately 16 weeks long, including orientation, registration, and final examination periods.

A student may not repeat a course completed with a passing grade (D – or higher). When a course is repeated, the grade does not erase the previous failure. Each student's Grade Point Average and rank in class are computed at the end of each semester. The GPA is the ratio of the numerical point values of letter grades to the number of credits involved.

Credit/No Credit All students, except first semester Freshmen and students on academic probation, may elect one course each semester under the credit received/no credit received grading system. This option does not include CS 100-102. Juniors and Seniors should consult their academic advisors if they are considering taking

a course in their major under the CR/NCR option.

A student must indicate her decision to take a course under the credit/no credit option by the end of the fourth week of the semester. After that, she may not change her choice of course selected for CR/NCR. If she is encouraged by the quality of her work in that course, she may change from a CR/NCR option to a letter grade by notifying the Registrar no later than the date indicated on the academic calendar for each semester. Courses completed under the credit/no credit grading option are never included in the Grade Point Average. A student must earn the equivalent of a C or higher for her work in her credit/no credit course in order to receive credit for the course.

Semester Honors Students who have earned a superior academic record are recognized at the end of each semester. To be selected for this distinction, a student must have completed a full, four-course program and earned a semester GPA as follows:

High Honors	3.60 or higher
Honors	3.20 to 3.59

Graduation Honors for the Bachelor of Arts Degree

Graduating B.A. students who have achieved distinction in their area of concentration will receive honors for the following GPA within the concentration:

Honors	3.20 - 3.49
High Honors	3.50 - 3.74
Highest Honors	3.75 or higher

Those B.A. students who have achieved a superior academic record for their four years' work at Pine Manor are also recognized at Commencement. To graduate with Honors, their cumulative GPA must be:

cum laude	3.20 - 3.49
magna cum laude	3.50 - 3.74
summa cum laude	3.75 or higher

Prizes and Awards for the B.A. Degree

Pine Manor College Awards

Awards are presented for distinguished work in each concentration.

Pine Manor Faculty Award

The Faculty Award is presented to the B.A. graduate with the highest academic record at Commencement.

Mildred Hodgman Mahoney Award for Behavioral Sciences

Graduation Honors for the Associate Degrees

Graduating A.A. or A.S. students who have achieved a superior academic record for their two years' work at Pine Manor are recognized at Commencement. To earn this distinction, the student must graduate with a cumulative GPA as follows:

High Honors	3.4 or higher
Honors	3.0 to 3.39

Prizes and Awards for the A.A. Degree

On the recommendation of appropriate members of the faculty, awards are made to those graduating A.A. students who have done distinguished work in specific fields at Pine Manor:

Constance Grosvenor Alexander Award for distinction in English

Clara Torey Clement Award for distinction in art history

Helen Temple Cooke Prize for distinction in musical studies

Sybill Webb Dougherty Prize for distinction in voice

Mildred Hodgman Mahoney Award for excellence in Sociology

Dorothy McGuire Acting Award for outstanding achievement in acting and dramatic interpretation

Manuela de Mora Award for distinction in Spanish

Camille M. Roth Memorial Lacrosse Award

Ruth Woodman Russell Award for distinction in history

Amy Evelyn Stewart Award for distinction in French

Pauline Tompkins Award for distinction in political science

Henry K. White Award for distinction in athletics

Prizes for Distinction in behavioral sciences, theatrical production, visual arts

Purchase Prize in Visual Arts

The following awards are also made:

Dean's Awards The Dean's Awards are given, on the recommendation of faculty and staff members, to a small number of graduating students who have contributed significantly to the general welfare of the student body and of the College as a whole.

Marie Warren Potter Award to the Sophomore with the highest two-year academic record at the time of graduation.

President's Cup This recognition is given at Commencement exercises only in those occasional years when, in the opinion of the President of the College, a graduate has demonstrated outstanding citizenship, academic achievement, and college spirit during her years at Pine Manor.

Ruth Ann Houck Sleeper Scholarship Award to a continuing student who has shown outstanding promise in the study of music.

Academic Probation and Dismissal

Academic Probation Students are placed on probation if they achieve a semester or cumulative Grade Point Average below 1.80 (Freshmen and Sophomores) or 2.00 (Juniors and Seniors) in any semester. Students on probation may not enroll in more than

four courses or undertake a Directed Study. The Academic Dean notifies students in writing when probation is imposed, stating the terms of probation and the conditions under which probation will be removed or dismissal applied.

Academic records of students on probation will be reviewed at the end of each semester by the Academic Dean. Probation will be removed whenever the semester GPA is satisfactory and the cumulative GPA is at least 1.80 for Freshmen and Sophomores and at least 2.00 for Juniors and Seniors, or whenever the semester GPA is satisfactory and, in the opinion of the Dean, the cumulative GPA is sufficiently close to 1.80 or 2.00 for reasonable expectation of successful completion of the program.

Dismissal for Academic Reasons

Regulations for dismissal based on academic reasons were changed and approved by the faculty in 1981/82. Students who earn a Probationary Grade Point Average for a second consecutive semester will be informed of both their semester grades and their new cumulative GPA promptly after the end of the final examination period. If their semester GPA is again below 1.80 (Freshmen or Sophomores) or 2.00 (Juniors and Seniors), they are ineligible to return for the following semester (fall or spring). There is no appeal to this ruling. If, after the stated interval, the dismissed student wishes to return, she should apply to the Academic Dean, in writing, explaining what she has been doing with her time and energies and offering strong evidence for her re-admission. If accepted, she must earn a satisfactory (non-probationary) GPA in the semester that follows her return, or face dismissal again.

The Academic Dean may impose additional conditions appropriate for individual cases. Written explanation of all conditions of re-admission will be given at the time of dismissal.

Confidentiality of Records

On November 19, 1974, the Family Educational Rights and Privacy Act went into effect governing the rights and privacy of students with regard to their college records. According to this Act, a Pine Manor student has the right to inspect any and all official records, files, and data directly related to her, with certain exceptions such as financial records of the student's parents, and confidential recommendations which were received before January 1, 1975, or to which the student has waived her right of access. At Pine Manor, most of the official records and data related to a student are incorporated into her official folder. This folder is in the Office of the Registrar.

Among the data covered by the Act and likely to be in any student's folder are copies of her secondary school record, admissions and other correspondence, notices sent to her while here, and teacher or resident counselor recommendations and reports. Any student may apply at the Registrar's Office to inspect her folder, and according to the Act her request must be granted within 45 days. Normally, this can be done without any delay whatsoever, provided the folder contains no confidential material to which the student has no right of access.

Should a student take exception to anything she finds in her folder on the grounds that it is inaccurate, misleading, or otherwise inappropriate, she has the right to challenge its inclusion and to seek to have it corrected or deleted. Her procedure is to make a request in writing to the Registrar for a joint meeting of herself, the Academic Dean, the Director of Student Affairs, and any other appropriate person, to discuss the matter in question.

A further provision of the Act is that the institution must not permit the release of personally identifiable information in student records without the written consent of the student, except to certain persons such as officials or teachers within the College who have a legitimate educational interest in seeing the information, officials of another institution to which the student is applying, or the student's parents if the student is a dependent for tax purposes. At Pine Manor any person inspecting a student's file, other than a person specified in a written consent of the student, or an official or teacher within the College who has a legitimate educational interest in seeing information in the file, is required to leave within the file a record of his or her name, the date, and the purpose of the inspection.

Students are asked to fill out a release form any time they request the College to send to a third party a transcript or an official recommendation

from the Dean or any other person that has become a part of an official file. When making such a request, they have the right to request a copy of the document in question, or they may waive this right if they so desire.

Medical records are not kept in the student's official folder in the Office of the Registrar but at the Infirmary, where they are strictly confidential. The information in them is not available to outside persons, such as students, faculty, administration, and parents, except when the student herself gives her written consent.

If the College should fail to comply with any of the requirements of the Family Educational Rights and Privacy Act or the regulations thereunder, the student may submit a written complaint to the Family Educational Rights and Privacy Office (FERPO), Department of Health, Education and Welfare, 330 Independence Avenue, S.W., Washington, DC 20201.

Campus Life

There is much more to a Pine Manor education than academic accomplishment. Living and working on campus with young women from many different backgrounds is an education in itself.

Office of Student Affairs

The Director of Student Affairs is responsible for supervising residential life, including rooming assignments, campus activities, residence hall governance, and counseling and medical services. She also works with the Director of Student Activities, students, administrators, and faculty to plan a calendar of extracurricular social and cultural events.



Residential Life

Geographical Diversity

The Pine Manor community is small but diverse. Living on campus each year are over 500 students from around the world. In a typical year, students come to Pine Manor from about 30 states, 35 foreign countries, as well as colonies and territories:

United States

- 10 California
- 4 Colorado
- 57 Connecticut
- 1 Delaware
- 3 District of Columbia
- 20 Florida
- 1 Georgia
- 15 Illinois
- 1 Iowa
- 1 Kansas
- 1 Kentucky
- 9 Maine
- 6 Maryland
- 124 Massachusetts
- 10 Michigan
- 1 Minnesota
- 2 Missouri
- 7 New Hampshire
- 28 New Jersey
- 54 New York
- 2 Ohio
- 21 Pennsylvania
- 11 Puerto Rico
- 15 Rhode Island
- 1 South Carolina
- 4 Tennessee
- 12 Texas
- 1 Vermont
- 1 Virgin Islands
- 11 Virginia
- 1 Washington
- 1 Wisconsin

International

- 1 Afghanistan
- 1 Bahamas
- 3 Bermuda
- 1 Brasil
- 1 China (People's Republic)
- 1 China (Republic of)
- 13 Colombia
- 1 Costa Rica
- 5 Ecuador
- 1 El Salvador
- 1 Ethiopia
- 1 Germany
- 1 Guatemala
- 1 Haiti
- 2 Honduras
- 4 Iran
- 1 Italy
- 24 Japan
- 1 Jordan
- 2 Kuwait
- 1 Lebanon
- 1 Malaysia
- 1 Mexico
- 2 Morocco
- 4 Netherlands Antilles
- 1 Nicaragua
- 1 Nigeria
- 5 Peru
- 2 Philippines
- 1 Somalia
- 3 Spain
- 1 Switzerland
- 10 Thailand
- 1 Turkey
- 27 Venezuela

Student Housing

The dormitories or Villages combine the warmth of a small house with modern facilities and good design. A Village is composed of five small houses, each accommodating about 30 women, and a Commons containing an inviting central lounge with fireplace. Students are housed in three villages — East, West, and South.

Most students share a room; however, single rooms are available on a space available basis.

Residence Options

The French House is one of the oldest such language centers in the nation. In this residence, students immerse themselves in another culture and become fluent in French through its daily use.

The Quiet House is a very successful addition to residential life. Students who decide to live here abide by special quiet hours which make this the perfect place for those who enjoy a more studious atmosphere than that offered in traditional Village houses.

The International House The newly established International House provides a congenial setting for intercultural communication among Pine Manor's diverse students, who represent some three dozen countries. Living in the house are both American and international students. Working with the resident counselor/program coordinator, they participate in a variety of in-house and all-campus programs designed to increase the College community's understanding of political and cultural events in other countries.

Parietal Regulations Each student enrolling at the College chooses one of two housing plans regulating visiting hours for male guests. When more than one parietal plan is offered in a house, students under different plans live in different areas of that house, with separate bathroom facilities.

Room Furnishings and Student Services Students are encouraged to furnish their rooms to suit their personal tastes.

The College supplies each student with bed, mattress, curtains, bureau, desk, bookcase, and chair.

Public rooms and areas are cleaned by the College, but students are responsible for keeping their own rooms clean and in reasonable order. There is a charge for misusing or damaging College equipment. The College reserves the right to inspect student rooms at any time for health and safety purposes and to dispose of unclaimed articles, including bicycles, after due notice or after a student has graduated or withdrawn from the College. Some belongings may be stored at the student's own risk on-campus during the summer for a nominal fee.

Liability Pine Manor assumes no responsibility for theft, loss of, or damage to personal property.

Vacations The College closes during Thanksgiving, Winter, and Spring vacations. Students may not stay in the dormitories during Winter vacations. However, students in need of housing over Thanksgiving and Spring breaks will be accommodated in one common area on campus. (Students may not stay in their own rooms for security reasons.) There is a nominal per diem charge for this service. Meals will not be served during vacation periods.

Students who are not participating in graduation exercises must vacate their dormitories within twenty-four hours after their last exam. At summer's end, students may return to campus only on the date designated by the College calendar.

Students in need of housing prior to or during the summer sessions must notify the College in May or earlier and be registered for summer sessions at Pine Manor College.



Residence Requirement Pine Manor is primarily a residential college. Living on campus enables the student to participate to the fullest extent in the daily activities of the College community. Therefore, while enrolled at Pine Manor, first- and second-year students must live on campus, unless they are day students residing with their parents. However, the College reserves the right to withdraw the privilege of living on campus from any student if, in the opinion of the Director of Student Affairs, it is not in the best interests of the College for the student to have this privilege.

Third- and fourth-year students are strongly encouraged to live at the College, but may apply to the Director of Student Affairs for permission to live off campus.

Student rooms are assigned by the Director of Student Affairs. As far as possible, rooming requests from students returning after their first year at Pine Manor are honored. Freshmen are informed where they are to live when they arrive at the College to register.

Marriage The College does not provide housing for married students.

Suspension and Dismissal

The responsibility for upholding the rules and regulations at the College belongs to the students themselves. All students are expected to understand and follow the rules contained in the student handbook.

An atmosphere of integrity and community depends upon the willingness of each individual to give preference to the common good. In order to preserve this quality of life at the school, Pine Manor reserves the right for its designated representatives to suspend, dismiss, or otherwise discipline a student who breaks College regulations.

Out of the concern for the well-being of the entire College, Pine Manor also reserves the right to cause the temporary or permanent withdrawal from the College of a student whose continued presence on the campus is a serious hazard to the welfare of the students or of other members of the College community, or whose behavior constitutes serious or continuing disregard of College rules and regulations, or disruption of the educational process at the College.

Counseling and Guidance

Residential Guidance Living in each Village are seven residence staff members: a Village coordinator, a resident counselor, and, in each house, a resident advisor, who may be a graduate student or a Pine Manor Junior or Senior or, in special cases, a Sophomore. These staff members help deal with social and residential concerns and work closely with students to offer advice and support. Through their varied educational and personal backgrounds and lifestyles, these men and women provide students with a variety of perspectives on important contemporary issues.

The residence staff also organizes activities in the Villages which are an important part of the educational experience of each student. Recent programs include a women's issues mini-series featuring the film *Killing Us Softly*, and discussions on "Women and the Draft" and "Women and Sex Roles." Other residence programs have included short courses on first aid and auto mechanics, as well as "fireside chats" with members of the faculty and administration.

The French resident counselor in the French House and the resident counselor/program coordinator in the International House develop special activities for students in their houses and for the College community as a whole.

Minority Student Advising A Minority Student Advisor works with students having a minority background and ethnic heritage. She assists in counseling students, programming social events for minority students, and serving as a liaison between minority students at Pine Manor and student organizations at other colleges.

International Student Advising The International Student Advisor is the primary counselor for all students from other countries. The Advisor acts as a liaison between international students and members of the College community and assists these students in identifying and using the resources they need for academic and personal development. The Advisor also coordinates educational and recreational programs for all international students.

Personal Counseling The Counseling Office helps students deal with the stresses of college life and individual development. It assists them in making important decisions and resolving problems, whether academic, personal, social, or emotional. This service is available to all students without charge and is entirely confidential.

An experienced psychiatrist is available, also without charge and in confidence, to those who wish his assistance for short-term help. He or the Counselor can refer the student, if she wishes, to a psychiatrist, psychologist, or social worker in the community.

Medical Help The Head Nurse and her staff, in close cooperation with the College Physician and other medical specialists, strive to provide a complete and confidential medical nursing, and related problem-solving service to safeguard the physical health and mental well-being of each student.

Admissions

The admissions process attempts to bring together Pine Manor College and students with the ability and desire to benefit from our educational programs. Because Pine Manor offers a broad range of opportunities, we appeal to a variety of students representing many different social, geographical, economic, religious, racial, and cultural backgrounds.

Admissions Criteria

When you apply for admission, we consider your probable success and satisfaction at Pine Manor. To make a careful, well-informed decision, we attempt to learn as much as possible about each applicant.

Pine Manor College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

As a candidate for admission to Pine Manor, you should pursue a broad high school program of college preparation in the humanities, social sciences, and sciences. Such a program should include courses in the following areas: English, foreign language, social science, natural science, and mathematics, as well as elective units in the above areas. You should complete a minimum of 16 academic units of preparation, but careful consideration will be given to capable students whose high school preparation has not necessarily followed the pattern described above.

Pine Manor requires scores of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the American College Testing program (ACT). Information concerning description of tests, testing dates, costs, and testing centers may be obtained from your high school guidance office.

In addition to academic data, motivation and desire to attend Pine Manor are important factors. Such qualities as seriousness of purpose, emotional maturity, leadership, and the breadth and depth of interests may affect the admissions decision.

Interviews

Seeing the campus and speaking with students, teachers, and administrators can help us get to know you better and can add a valuable dimension to your understanding of the College.

Candidates for admission are encouraged to arrange a campus interview with the Admissions Office (617-731-7104), open weekdays throughout the year from 9 a.m. to 5 p.m., and Saturdays when College is in session from 9 a.m. to noon.

Admission Plans

There are several methods of admission to Pine Manor: Regular Admission, Early Decision Plan, Transfer Admission, January Admission, and Early Admission.

Regular Admission Apply early! It is an advantage both for you and for the College. File your application with Pine Manor as soon as possible during the year preceding your college entrance.

The Admissions Office will request transcripts and recommendations from your school to complete your application.

A non-refundable fee of \$15 must accompany the application.

Acceptance Pine Manor has a rolling admission policy. As soon as a decision is made, you are notified. Offers of admission are conditional upon your receiving the high school diploma.

You should inform the College promptly of your intention to attend. For Regular Admission, the *Candidates' Reply Date is May 1*. The *Candidates' Reply Date* for applicants admitted under the Early Decision Plan is *February 1*.

To reserve a place in the class, you must submit a signed Reservation Agreement and a *non-refundable* Reservation Deposit of \$500 by the Reply Date.

A medical examination form is sent in mid summer, to be completed and returned prior to registration.

Early Decision Plan If you regard Pine Manor as your first choice among colleges you may submit your application under the Early Decision Plan. This application should be filed by *November 25* of your Senior year; the College's decision will be mailed by December 15. It is assumed that candidates admitted under the Early Decision Plan will enroll.

Transfer Admission Applications from transfer students are encouraged. To apply for Transfer Admission you must submit an official transcript of your academic work at your previous college(s), as well as your high school transcript and SAT or ACT scores.

The number of credits to be granted for prior college level work will be determined by the Academic Dean's Office. By a vote of the faculty, only grades of "C" or higher are acceptable for credit. A minimum cumulative Grade Point Average of 2.00 is necessary for admission to the Bachelor of Arts program.

January Admission Applications for the second semester, beginning in January, are encouraged. Your application should be submitted by December 1.

Early Admission If you have completed the major portion of high school work and have achieved a high degree of academic success and maturity, you may be admitted at the end of your junior year.

International Students

If your native language is other than English you *must* take the Test of English as a Foreign Language (TOEFL) and submit the results to the Admissions Office. A minimum TOEFL score of 450 is required to be considered for admission to Pine Manor College. Applications will *not* be acted on until TOEFL results are received. Information on TOEFL is available from the Educational Testing Service, Box 899, Princeton, New Jersey 08540, U.S.A.

International Language Institute

The International Language Institute (ILI) was created in 1981 to provide intensive English language instruction to international students whose proficiency is below that of TOEFL 450. The ILI is open to all international women who are high school graduates and is not restricted to Pine Manor College applicants. Students enrolled in the ILI live in a separate dormitory on campus, but are encouraged to actively participate in all College activities.

ILI programs begin each month during the summer and in September, January, and April during the academic year. Classes are held five days a week for a total of 20 hours. ILI students are tested at the end of each program and must achieve 80% mastery of the structures and skills taught in order to advance to the next level. The Michigan Test of English Language Proficiency is administered frequently to students in the program.



Students who achieve a score equivalent to that of TOEFL 450 on that test prior to the beginning of a Pine Manor semester and who have been accepted by the Office of Admissions at Pine Manor College, are then eligible to enroll in academic courses.

Continuing Education

The Open College is Pine Manor's continuing education program. It offers women over 23 years of age who have had an interruption of at least three years in their education the opportunity to begin or resume college studies on a part-time, full-credit basis. Open College students are admitted regardless of previous academic experience and may work toward a Bachelor of Arts or an Associate in Arts or Science degree from Pine Manor. Since 1974, the CLEP (College Level Examination Program) has been considered for appropriate academic credit. Credit for prior learning experience

is reviewed on an individual basis. For further information about The Open College and its services, see page 26.

Advanced Placement

Advanced status is granted by the Office of the Academic Dean in consultation with the faculty members of the courses involved. You may seek Advanced Placement by submitting a transcript of previous grades and scores of the Advanced Placement Tests of the College Entrance Examination Board to the Admissions Office, or CLEP (College Level Examination Program).

The College grants credit for CLEP Subject Examinations in those cases where students score at or above the level recommended by the Council on College-Level Examinations. The Asst. Academic Dean for advising has a list of CLEP subject examinations with the acceptable cutoff scores approved by the College.

Fees, Expenses

Fees for Resident Students

Tuition \$6,600.00

Includes instruction and use of academic facilities except for miscellaneous studio and laboratory fees.

Board \$1,950.00

Includes 21 meals per week while the College is in session.

Room \$1,950.00

Covers the use of a double bedroom. (On a space available basis, single rooms may be obtained at an additional cost of \$500.00.)

\$10,500.00

Schedule of Payments

Reservation Deposit \$ 500.00

Freshmen: due on Reply Date (see "Admissions"), thereafter not refundable. Other students: due April 1, refundable only if student not invited to return by subsequent vote of the faculty.

First Payment \$ 5,250.00

on or before Aug. 15

Second Payment \$ 4,750.00

on or before Dec. 15

\$10,500.00

Fees for Day Students

Tuition \$6,600.00

Schedule of Payments

Same dates as for resident students.

Reservation Deposit \$ 500.00

First Payment \$3,300.00

Second Payment \$2,800.00

\$6,660.00

Required Fees

Infirmary \$220.00, for all resident students only, due August 15. This charge covers unlimited outpatient and inpatient care, as well as regular physician and nursing care while in the Infirmary. Not included are individual prescription drugs, laboratory tests, X-rays, special doctor or nurse care, and any other off-campus hospital or medical expenses.

Day students who wish to use the infirmary may do so by paying a fee of \$220.00 due August 15.

Student Activities \$150.00, due August 15. This fee covers the year-book, student newspaper, class dues, student government dues, house dues, and the recreation center.

Room Damage Deposit \$100 for all resident students, due August 15. Any assessments for damages to college property by a student will be charged against this deposit. Balance unused will be credited to the student's account at the end of the academic year.

Optional Charges

Course Overload \$400 per full course (no charge for a single half-course overload per semester). The charge for a fifth course will be determined after the drop/add period. A student receiving financial aid and wishing an overload may apply to the Financial Aid Office for additional support.

Music Lessons Voice, piano, organ, harpsichord, and orchestral instruments, \$400 a year for 26 weekly lessons of 50 minutes each.

Photography and Darkroom \$25 per semester. This fee covers the use of the darkroom, including chemicals and darkroom equipment. It is required of all students taking a photography course or belonging to the Photography Club. Students not taking photography who have received

approval to use the darkroom on a regular basis will also be charged this fee.

Laboratory \$35. This fee is required of any student enrolled in a biological or physical science course, to cover the cost of expendable materials. It is also charged for the computer courses (MA 150, 240, 250) and AM 308.

Transcripts \$2 per transcript requested by a student.

Information regarding club dues, student parking fee, fines, and assessments is available in the student handbook.

Adjustment of Fees

Costs of operation are constantly changing and cannot be projected by relatively long periods of time. Accordingly the right is reserved by the Board of Trustees to change tuition, board, room rates, and other fees. In the event of any such changes in the tuition and other charges as published herein, the College will take reasonable steps to give at least one month's notice to those affected by such changes.

Reservation Agreements These forms are filed annually by the parent or guardian of each student and serve as contracts with the College. They are due on the same dates as the Reservation Deposits mentioned above and become valid only when accompanied by the specified deposit. The Reservation Agreement and the deposit must be received on time to insure a student's place in her class.

Return of Students In the event that a student is not invited to return for any year, the Reservation Deposit is refunded.

Withdrawals During the College Year

Pine Manor has undertaken long-term commitments for the benefit of all its students on the assumption that students who enroll will remain for the entire year. When a student withdraws before the end of the year for whatever reason, the commitments made by Pine Manor on her behalf nevertheless remain and must be paid. Pine Manor's policy for refunds represents an attempt to be fair to the withdrawing student in the light of its own obligations undertaken on her behalf.

Fees and charges paid to Pine Manor are not refundable except as follows:

1. Students withdrawing voluntarily before the end of the first four weeks in a semester will receive a refund equal to 25 percent of the tuition and 25 percent of the board. Thereafter, there will be no refund of tuition, and the refund of board will be reduced by 2 percent for each full week remaining in the semester after the week in which the withdrawal occurs.
2. Students withdrawing at the request of the College for academic or disciplinary reasons will receive a pro rata refund of tuition and board based on the number of full weeks remaining in the semester after the week in which withdrawal occurs.



Optional Insurance Plan The College suggests an optional insurance plan:

An accident and health medical reimbursement plan, covering both accident and illness, is available.

Information is sent at the time of first tuition billing.

Optional Budget Plan Parents may budget the cost of tuition through the Tuition Plan of New Hampshire or Academic Management Services, Inc. Information on these services is sent to Freshmen when the Reservation Agreement is mailed, and to returning students in June.

Good Financial Standing Students are expected to pay all required fees and fines by the deadlines indicated. In the event that such charges are not paid on time, the Academic Dean and the Comptroller will be notified and such students may be denied the right to register, to receive final grades and transcripts or to graduate, until all obligations are discharged.

Financial Aid

Pine Manor believes that every qualified applicant with a genuine desire to attend the College should have that opportunity, whether or not she needs financial assistance. If you think you may need financial help, you are encouraged to apply for admission; a request for financial aid will not handicap your application.

In determining aid to students, the College emphasizes financial need, which is the amount by which the total cost of college attendance (including reasonable cost of transportation, books and supplies, and other personal expenses) exceeds family contributions. You and your family are expected to make a maximum effort to provide for educational expenses.

A personal talk with the College financial aid counselor is often extremely helpful in evaluating need. Therefore, Pine Manor strongly urges you to contact the financial aid counselor about your particular circumstances. A typical aid package is a combination of a grant, a loan, and a campus job. A student is eligible to apply for renewal of aid for subsequent years at Pine Manor provided her academic commitments are met, her academic record is determined to be satisfactory, and her financial need continues.

Grants and Scholarships

Pine Manor Grants: These grants are supported by the general income of the College and by special funds. They are awarded for one year only in accordance with financial need, are renewable, and are applied against educational costs.

Supplemental Educational Opportunity Grant (SEOG): Through this federal program administered by the College, Pine Manor is awarded money for students with great need. The maximum grant per year is \$2000; the minimum is \$200.

Pell Grant (PELL): This program, administered by the federal government, entitles every eligible applicant to up to \$1670 per school year. Entitlements are determined by a government contractor. Every financial aid applicant is required to apply for a PELL, which can be done by completing the appropriate section of the Financial Aid Form (FAF).

State Scholarships: Many states sponsor a general scholarship program. Some states allow their scholarship money to be applied to out-of-state colleges. A student seeking financial aid *must* file a state scholarship application if she is a resident of Connecticut, Massachusetts, New Jersey, Pennsylvania, Rhode Island, or Vermont. Information may be obtained from secondary school guidance offices or the scholarship office of the state board of higher education.

Loans

National Direct Student Loan (NDSL): Administered by the College, this federal program allows eligible students to borrow up to \$1500 per school year at 4 per cent interest. Repayment begins nine months after completion of all formal academic work, i.e., completion of A.A. degree at Pine Manor, B.A., and graduate work. You yourself, not your parents, incur the obligation of the loan.

Guaranteed Student Loans (GSL): If eligible, you may secure a loan of from \$1,000 up to \$2500 per year at nine per cent interest through the cooperation of your local bank and the higher education assistance agency in your home state. The Federal government has imposed an adjusted gross income ceiling of \$30,000 on eligibility for these loans, although if need can be demonstrated, a family's adjusted gross income may well exceed \$30,000 and the student may still be eligible for a GSL. The program has a \$10,000 borrowing limit for four years of undergraduate study. You yourself, not your parents incur the obligation for this loan. There is a ten year repayment period with this type of loan. A GSL Needs Test form must be on file in the Financial Aid Office for all GSL applicants.

Auxiliary Loans to Assist Students (ALAS): This is a parent loan program available in some states. Parents may secure a loan of up to \$3,000 at fourteen per cent interest through selected local banks. The program makes loans without regard to income. Payments on this type of loan generally begin thirty days after disbursement.

College Work Study (CWS)

This is an employment program funded by the federal government and administered by the College. Through CWS, you may earn part of your educational expenses by working approximately eight hours per week at a job on campus. You will be paid on an hourly basis and may earn up to \$800 per year. You may choose to be paid in cash or to have the money credited to your account.

How to Apply for Financial Assistance from Pine Manor

If you are applying for aid for the first time or if you wish to renew your aid, you must do four things. First, obtain an Application for Financial Assistance from the Pine Manor Admissions Office, complete this form, and return it before March 15. Second, file the Financial Aid Form (FAF) by February 15 with the College Scholarship Service of the College Entrance Examination Board. (Be sure to indicate that a copy of the statement is to be sent to Pine Manor by the Scholarship Service; our code is 3689.) The FAF is available at high schools or from the College Scholarship Service, Box 2700, Princeton, NJ 08540. This statement is subject to verification with the Internal Revenue Service form 1040. Third, apply to the PELL program. Fourth, apply to your state scholarship program. You may apply for the PELL, and your state scholarship program on the (FAF).

Awards made under federal government programs are contingent upon federal legislative appropriation.

Financial assistance in excess of \$100, received from sources outside the College, must be reported to the Financial Aid Office. The financial aid award must be readjusted if such aid was not included in Pine Manor's computation at the time of the award.

Notification of financial assistance normally is sent out prior to the May Candidates' Reply Date.

For further information about financial aid, please contact Janet A. Cameron, Director of Financial Aid.

The Brookline Scholarship Program

Three full-tuition merit scholarships are available each year to women who are residents of the town of Brookline, Massachusetts. These scholarships are awarded on the basis of academic record and ability and commitment to a liberal arts education, rather than on financial need. They are given for one year and may be renewed. For information, contact the financial aid office.

The Perkin Scholarship

One \$2,500 merit scholarship is available to a Pine Manor applicant who is pursuing a career in science or mathematics. This scholarship, like the Brookline Scholarship, is awarded on the basis of academic record and ability, as well as a commitment to a career in science or mathematics, rather than on financial need. It is awarded in two equal payments, one at the beginning of the Freshman year and one at the beginning of the Sophomore year. For information, contact the financial aid office.



Course Descriptions

Courses are open to all students unless otherwise noted. Pine Manor College reserves the right in its sole judgment to make changes of any nature in its program, calendar, or academic schedule whenever it is deemed necessary or desirable, including changes in course content, the rescheduling of classes with or without extending the academic term, cancelling of scheduled classes and other academic activities, and requiring or affording alternatives for scheduled classes or other academic activities, in any such case giving notice thereof as reasonably practicable under the circumstances.

Some course number designations have been changed and former designations are indicated. In some cases, the content of renumbered courses has not changed. *Students may not repeat a course in which the number but not the content has changed.* If questions arise, students should consult their advisor or the Academic Dean.

Numbers

100 level courses are introductory and open to all students.

200 level courses are intermediate or advanced and open to all students.

300 level courses are taught on the junior or upper division level, but are open to any student prepared to meet the demands of the material.

400 level courses are normally limited to senior candidates for the B.A. degree.

Letters indicating subjects

AC	Accounting
AM	American Studies
AN	Anthropology
AH	Art History
BI	Biology
MN	Business Management
CH	Chemistry
CS	Communication Skills
DR	Drama and Speech
EC	Economics
ED	Education
EN	English
ES	English as a Second Language
HI	History
HU	Humanities
LF	Language, French
LI	Language, Italian
LS	Language, Spanish
MA	Mathematics
MD	Modern Dance
MU	Music
PH	Philosophy
PE	Physical Education
PS	Political Science
PY	Psychology
RE	Religion
SO	Sociology
VA	Visual Arts

Credits

All courses carry four semester hours of credit, unless otherwise noted.

Note: Some courses are offered in alternate years; a few are designed for Summer Session only.

Internships and Directed Study

Each B.A., A.A. and A.S. degree program has two opportunities for learning outside the classroom.

Internships

Course number 295 in each A.A. program and course number 495 in each B.A. program. Internships are available in many fields in the Boston area. See the section on "Internships," p. 20.

Directed Study

Course number 299 in each A.A. program and course number 499 in each B.A. program. Directed Study gives the student the opportunity for independent study. See the section on "Directed Study," p. 25.

No Internship at the 200 or 400 level, or Directed Study shall satisfy the General Education requirement effective with the freshman class entering in the fall of 1982.

Accounting

AC 105-106

Accounting I & II

This year-long course sees accounting as another form of communication, as the language of business. Students are introduced to both the theory and application and the preparation and use of financial statements for investors, creditors, and governmental agencies, as well as to examples of budgets, audits, cost analysis, and data collection and preparation. Fall and spring. 4 credits each semester. Prerequisite: MA 100 or permission of instructor. Dr. Robert O. Krueger.

American Studies

AM 201 (Group I)

The Proper Plantation: Puritanism in America

"Puritan" and "puritanical" are ideas familiar to Americans in the 20th century, but their present use bears little resemblance to the early settlers of New England. This course will focus on three aspects of the Puritan community: the church, the family, and the social organization of the early settlements. Readings will be selected from Puritan sermons and writings and modern historical analyses, including Demos, *A Little Commonwealth*; Lockridge, *A New England Town: The First Hundred Years*; Morgan, *The Puritan Dilemma* and *Visible Saints*; Miller, *Errand into the Wilderness*; Rothman and Rothman, *Sources of the American Social Tradition*, Vol. I.

AM 202 (Group I)

The Age of Egalitarianism

The concept of equality is central to the American experience and to American culture. Beginning with an examination of the historical context of the ideals of Jacksonian democracy, the course will focus on two types of proposals for achieving that equality present between 1800 and the Civil War: humanitarian reforms and religious cults or utopias. Transcendentalism, religious crusades, utopias, temperance, women's rights, pacifism, and the abolition movement will be examined through biography, historical analyses, and the literature of Emerson, Thoreau, Fuller, Parker, Alcott, and Brownson. Spring. John J. Munley.

AM 205 (Group I)

The Gilded Age

From the end of the Civil War to the outbreak of World War I, American culture experienced a series of changes which contributed to the formation of modern America. These changes will be examined in the following manifestations: urbanization, industrialization, the ideal of progress, the status of women, and architecture. Victorian Boston will be the example through which to view this period. Readings will be selected from Alger, *Ragged Dick* and *Mark, the Match Boy*; Bellamy, *Looking Backward*; Davis, *American Heroine*; Doctorow, *Ragtime*; Dreiser, *Sister Carrie*; Howells, *The Rise of Silas Lapham*; Hays, *The Response to Industrialism*; James, *The Bostonians*; Warner, *Streetcar Suburbs*; Wharton, *The House of Mirth* and *The Custom of the Country*; Wiebe, *The Search for Order*. Not offered in 1982-83.

AM 206 (Group 1)

Twentieth Century America

The 20th century brought rapid and radical changes to American life. Through contemporary literature and historical analysis, this course will focus on three areas of change: suburban living and the social implications of changing housing patterns, the Great Depression and responses to it, and the image of Hollywood as the Dream Factory. Readings will be selected from Cheever, *The Wapshot Chronicles*; Leighton, *The Aspirin Age*; Leuchtenberg, *The Perils of Prosperity*; Lewis, *Babbitt*; Orr and Nicholson, *Radical Suburbs*; Steinbeck, *The Grapes of Wrath*; Swados, *The American Writer and the Great Depression*; West, *The Day of the Locust*. Spring. John J. Munley.

AM 222 (Group I)

Approaches to the Problems of American Society

This course will approach a selected contemporary problem in American society from a variety of disciplinary viewpoints; for example, the problems posed by the cultural crisis in the 1960's in America as seen by an economist, a sociologist, a psychologist, an historian, and a political scientist. Course goals: (1) to introduce students to the basic methodologies of the social science disciplines; (2) to develop interdisciplinary perspectives on contemporary problems; (3) to sharpen the student's problem-solving skills in terms of crisis management. Fall. John J. Munley.

AM 307 (Group I)

American Autobiography

Individual and cultural experience as seen in the personal narratives of Americans from the eighteenth century to the present. Autobiography will be approached as a special kind of prose writing with its formal problems and potentialities, its particular relationships between author and reader, its important but peculiar uses in the study of history and society. Readings will include selections by Benjamin Franklin, Jonathan Edwards, Mary Antin, Henry Adams, Louis Sullivan, Black Elk, Alice B. Toklas, Maya Angelou, Anais Nin, Alexander Berkman, Malcolm X, and Jimmy Carter. Spring. John J. Munley.

AM 308 (Group I)

The Broadcast Media and American Culture

In the last fifty years America has undergone a communications revolution. The impact of the broadcast media has changed the way we see ourselves as a people, our perceptions of the world around us, and our ability to delineate and solve the domestic and international problems we face in the present and future. This course will examine the effects of radio and television along with their

histories and technologies. The course will also focus on the need for a new kind of visual literacy through in-depth analysis of selected news broadcasts and documentaries. In addition students will become acquainted with the techniques of broadcasting by producing their own programs. Prerequisites: HI 111 or EN 230 or EN 310. Fall. John Munley. Lab fee.

AM 490 (Group I)

Research Seminar

Students in this seminar will design and carry out individual research projects which examine in detail one aspect of American culture. In addition, they will analyze several views of American society in order to evaluate the way in which we view our culture. *The Machine in the Garden*, *People of Plenty*, *The Virgin Land*, and *The Search for Order* represent four views of America and its development. By permission. Fall. John J. Munley.

AM 495

Senior Internship

Anthropology

AN 101 (Group II)

Cultural Anthropology

As the study of human societies, this course begins by examining the biological and evolutionary background of humans and proceeds to a critical exploration of theories of human nature and cultural diversity. Major topics include the evidence for human origins, human physical diversity, and readings on specific societies to highlight the uniqueness of human adaptations. Fall. Dr. Joan D. Laxson.

AN 201 (Group II)

Anthropology of Sex Roles

Biological, socio-economic, and psychological variations in male and female roles in different cultures are

examined. Students are encouraged to understand their own changing roles in a changing society. Prerequisite: AN 101, PY 110, SO 101, or permission. Spring. Roberta R. Gianfortoni.

AN 210 (Group III)

Physical Anthropology

The course begins with a discussion of "the nature of human nature," from which develops a brief overview of heredity, genes, natural selection, and populations and species, as a basis for studying primate societies, both human and non-human, past and present. From prehistory the course moves to the earliest primates in the geological record up through the data on *Ramapithecus*, the current contender for the earliest human ancestor. The next section will focus on the evidence of human development from *Australopithecus* through *Cro-Magnon*, with an attempt to integrate our understanding of human nature from both the physical and cultural perspectives, including a review of ethnological studies, mainly on primates. This will enable the student to understand some of the issues involved in the social organization of societies and resulting development of complex cultures. Spring. Dr. Joan D. Laxson.

AN 225 (Group II)

Native American Ethnology

Tracing the history and culture of the American Indian from prehistoric times to the present, this course gives a broad survey of the rich diversity of tribes and cultures in North America. The course presents the Indians' struggles to resist the advancing frontier of the white man and concludes with a consideration of the role of the Indian in 20th-century America. Spring. Dr. Joan D. Laxson.

Art History

AH 111 (Group I)

Art History I

The sources, influences, and development of art from preclassical times through the end of the Middle Ages in Europe are studied chronologically, with emphasis on the relationship of art to its historical and cultural background. Identification of the various stylistic and individual qualities of each period is accompanied by study of originals in the Boston area. Fall. Dr. Rodman R. Henry.

AH 112 (Group I)

Art History II

European art from the Renaissance to the present is related to its historical background and culture. Students observe its development and recurring influences while establishing a stylistic identity for each epoch. Accompanied by study of originals in the Boston area. Spring. Dr. Rodman R. Henry.

AH 218 (Group I)

Italian Renaissance Art in Florence (Italy)

A summer session is conducted in Florence, Italy, and its environs to investigate the art of architecture, sculpture and painting chronologically from the early 13th to the end of the 16th century. In addition to the tuition, a separate Foreign Travel Fee is required. Prerequisite: Permission of instructor. Summer sessions only. Dr. Rodman R. Henry.

AH 221 (Group I)

Northern Renaissance Painting

The evolution of humanism is related to the development of 15th and 16th century painting in Northern Europe. Study of such important personalities as Jan van Eyck, Bosch, Durer, and Bruegel reveals not only individual stylistic qualities but the definitive emergence of national characteristics. Accompanied by study of original works in the Boston area. Fall. Dr. Rodman R. Henry.

AH 231 (Group I)

Baroque Art

The most significant European schools of 17th century art are pursued, stressing the cultures, influences, patronage, styles and content with relationship to this volatile age. Emphasis on such artists as Bernini, Borromini, Mansart, Poussin, Rubens, and Rembrandt. Accompanied by study of original works in the Boston area. Not offered in 1982-83. Dr. Rodman R. Henry.

AH 251 (Group I)

Nineteenth Century Art

Differing cultural backgrounds influenced the many and varied European art forms from the advent of neoclassicism through the various schools of impressionism and art nouveau. Emphasis is on the emergence of individuality and the independence of the artists concerned with the major art forms. Accompanied by study of originals in the Boston area. Not offered in 1982-83. Dr. Rodman R. Henry.

AH 280 (Group I)

Decorative Arts I: Furniture — Epoch and Style

The development and utilization of furniture and its accessories from the time of the ancients down to the individual cabinet-makers of Europe and America will be covered. The course will use such resources as the period rooms at the Museum of Fine Arts, the Gardner Museum, the China Trade Museum, and local historic houses. Not offered in 1982-83. Dr. Rodman R. Henry.

AH 285 (Group I)

(AITA/Open College seminar)

The History of Textile Design

This course will introduce the student to the field by surveying the progression of textile design in Western civilization. Other topics will be the construction of textiles and the technological developments which influenced changes in the ways textiles

have been made historically. Students will become aware of how designs from old textiles and decorative arts have been transferred into modern usage. Prerequisite: Sophomore standing. Fall. Nancy G. Hollomon.

AH 286 (Group I)
(AITA/Open College seminar)

The History of Western Costume

This class will survey the evolution of clothing in Western civilization. The emphasis will be on how clothing reflects the tenor of the times and the people who wore the clothing, through socio-political and aesthetic comparisons. Topics will include the psychology of clothing, social mores and their relationship to clothing, the movement in various types of clothing. Comparisons will be made with the art, architecture, furniture, and other forms of expression in each historic period. Prerequisite: Sophomore standing. Spring. Nancy G. Hollomon.

AH 287 (Group I)
(AITA/Open College seminar)

Introduction to Textile Analysis

The first seven weeks will be a general survey of textile fibers, yarns, finishes, and color application. This section will include four labs on fiber identification. The second section will be an in-depth study of fabric structures. This section will utilize the pick glass (magnifier) as an analytical tool for a close-up look at cloth and how it is constructed. Prerequisite: Sophomore standing. Fall. Elizabeth Lahikainen.

AH 301 (Group I)
**Classical Art:
Aegean and Greek**

Architecture, sculpture, painting, and minor arts of the Aegean and Greek civilizations of the 15th to the 2nd centuries B.C. reflect not only the cultural and historical aspects of their creators but also establish the criteria for Western art. Accompanied by study of originals in the Boston area. Spring. Dr. Rodman R. Henry.

AH 311 (Group I)
**Italian Renaissance Art:
Fifteenth Century
(Quattrocento)**

The development of Early Renaissance art in Italy is seen in the context of the rise of humanism and cultural change centered in Florence and Venice. Stress on styles, programs, patrons, and cultural influences. Accompanied by study of originals in the Boston area. Fall. Dr. Rodman R. Henry.

AH 312 (Group I)
**Italian Renaissance Art:
Sixteenth Century
(Cinquecento)**

Italian art in the High Renaissance includes such giants as Leonardo da Vinci, Michelangelo, and Titian in the area of Florence, Rome, and Venice. The cultural and artistic influences out of which evolved the phenomenon of mannerism and Maniera, with its patronage and pressures, are examined. Accompanied by study of original works in the Boston area. Spring. Dr. Rodman R. Henry.

AH 344 (Group I)
**American Architecture
and Interiors**

The course will investigate the development of American architecture with its European influences from the Colonial period up to the present, demonstrating how the growth of the country influenced the style changes through the succession of periods. In relation to the individual periods, interiors of the architecture will be studied to reveal how space was designed, utilized and decorated, illustrating why the styles changed and how they reflect the political, social, and cultural pressures of their time. Field trips and independent projects will utilize the vast wealth of examples in the Boston area and its environs. Not offered in 1982-83. Dr. Rodman R. Henry.

AH 345 (Group I)
**American Painting
and Sculpture**

The development of American painting and sculpture will be examined from the XVII century to the present. The instructor will note its European influences while explicitly distinguishing its American uniqueness and individuality of style. Also, the various periods, genres, and regional qualities of the individual artists will be explored, ultimately differentiating the American artists from their European counterparts. Classes will be supplemented with assignments and field trips to the many fine collections in the greater Boston area, such as the Karolick (MFA). Spring. Dr. Rodman R. Henry.

AH 361 (Group I)
Twentieth Century Art

Students trace the development, disclose the meaning, and attempt an appreciative understanding of the trends and movements in painting, sculpture, and architecture of this century. A study of expressionism is followed by investigation of such other idioms as abstraction, cubism, surrealism, dadaism, pop and op, with study of originals in the Boston area. Prerequisite: AH 211 and 212 or two other AH courses. Not offered in 1982-83. Dr. Rodman R. Henry

AH 385 (Group I)
(AITA/Open College Seminar)
Period Costume: 1800-1930

The course has been developed as a two-part study, offering students a thorough and detailed background of 19th and early 20th century costume. The first seven weeks will be devoted to Identification, and the last seven weeks to the study of Restoration and the *methods of Reproduction*. The first portion will involve studying fabrics, trims, styles and construction methods as they relate to identifying and "dating" costumes within specific time periods. The second portion will involve studying *methods of textile/*

costume conservation, restoration, and reproduction, as well as taking students a step beyond identification — into preservation, storage and restoration of costumes for exhibition purposes. Prerequisite: Sophomore standing. Spring. John Burbidge and Adrienne St-Pierre.

AH 488-489

(AITA/Open College Seminar)

Advanced Professional Study in the Textile Arts

This full-year course is designed for teachers, prospective teachers, workshop leaders, administrators, counselors, museum personnel, etc. The effectiveness of such candidates (students) can be enhanced by the thoughtful organization or reorganization of skills, theories, ideas, specific study and historical references so as to encourage new motivation, independent procedures, creative approaches, and innovative means of professional presentation of the textile arts to students and the public. This is taught as a Directed Study in any medium. The program would also emphasize the art of communication, but will incorporate Conservation/Preservation/Restoration and, eventually, Museumology where relevant. Elizabeth Gilbert, Mildred Davis.

AH 495

Senior Internship



Biology

A two-term course sequence with laboratory in science may be required by other colleges and universities for the Bachelor's degree. Students may consult the Division Chairman about appropriate course sequences.

BI 101 (Group III)

Biology of the Cell

The study of cells includes their structures, functions, and relationships to their respective environments. Topics include: chemical structure, cellular ultrastructure, metabolism, mitosis and meiosis, and genetics. This course serves as the unified base for all other biology courses. The laboratory complements lecture material with appropriate demonstrations and experiments. Fall and spring. Dr. Elizabeth B. Gardner, Michele M. O'Gara.

BI 204 (Group III)

Zoology

A comparative anatomical and physiological study of representatives from the various animal phyla emphasizes the different ways that they solve the common life problems of movement, digestion, circulation, respiration, regulation of body fluids, coordination of function, and reproduction. Laboratory. Prerequisite: BI 101 or permission. Not offered in 1982-83. Dr. Elizabeth B. Gardner.

BI 205 (Group III)

Anatomy and Physiology I

Study of the human body, its structures, functions and malfunctions, allows the student to observe physiological processes in her own body as well as in living and preserved laboratory specimens. Laboratory. Prerequisite: BI 101 or permission. Fall. Michele M. O'Gara.

BI 206 (Group III)

Anatomy and Physiology II

A continuation of BI 205. Spring. Michele M. O'Gara.

BI 210

Drugs and Society

This course introduces both science and non-science oriented students to the biological effects of drugs on the human body. In addition, the role of drugs in American society and the affect of expectations on drug experience will also be discussed. Most common types of drugs affecting the brain will be discussed (alcohol, marijuana, cocaine, tranquilizers, etc.) as well as others of common interest (antibiotics, aspirin, birth control pills). No previous knowledge of biology or chemistry will be assumed. Students may not elect both BI 210 and BI 345. Summer sessions only. Dr. Sarah Martin.

BI 211

Environmental Problems

Important environmental problems such as pollution, land use, population, and resource management are related to the historical and current attitudes of science and society toward such problems. Although a background in the science of ecology will be given, the emphasis will be on the strategy of conservation. Fall. Dr. Elizabeth B. Gardner.

BI 218 (Group III)

Oceanography

The sea with its waves, currents and tides has always challenged and fascinated man. Twentieth century technology has revealed much about the heretofore unknown depths of the world oceans. This course will examine the major oceans and their characteristics; will introduce concepts in plate tectonics and continental drift; will discuss the properties of sea water, of atmospheric and ocean circulation, as well as the tides, currents, waves, and the characteristics of sandy beaches, rocky shores, and coral reefs and islands. Summer sessions only. Michele M. O'Gara.

BI 220 (Group III)

Marine Biology

The sea, with its waves, currents and tides, has always fascinated and challenged humanity. It was in the sea that protoplasmic life first evolved, and today we still carry our marine heritage in the salt composition of our blood. This course examines the physical properties of the ocean shore and depths, as well as those creatures, plant and animal, familiar and bizarre, which inhabit the marine environment. Laboratory. Spring. Michele M. O'Gara.

BI 225 (Group III)

Nutrition

The scientific study of foods, their components (such as vitamins) and the human body's needs form the basis of this course. Practical aspects of the course include evaluation of diet and nutritional status. Also included are contemporary issues such as diet and heart disease, fad diets, malnutrition (focusing on pregnancy and childhood). Prerequisite: BI 101 or permission of the instructor. Fall. Dr. Sarah Martin.

BI 230 (Group III)

Microbiology and Human Infectious Disease

Lectures, films, and laboratories provide basic knowledge of the handling and understanding of microorganisms, including their characteristics, activities, distribution, and effects on the human body. Material includes study of specific pathogenic organisms and diseases as well as the body's natural defense mechanisms and methods of disease prevention and treatment. Laboratory. Prerequisite: BI 101 or permission of the instructor. Spring. Michele M. O'Gara.

BI 275 (Group III)

Genetics: Human Implications

This course continues the study of genetic concepts begun in BI 101, placing emphasis on the historical and modern aspects of genetics at



both the organismal and molecular levels, in particular on human genetics. Examples of current applications of genetics, such as genetic intervention, genetic engineering, and such genetic testing as amniocentesis and genetic counseling will be considered. Prerequisite: BI 101 or equivalent or permission. Spring. Dr. Elizabeth B. Gardner.

BI 285

Studies in Biology

Designed to enable students to pursue biology in conjunction with a faculty member, this course may involve active experimental research along several lines or a seminar approach to a particular biological problem. Topics of interest might include embryology (1980-81), regeneration, or ecology and conservation. Prerequisite: BI 101 or permission. Spring. Dr. Elizabeth B. Gardner.

BI 345 (Group III)

Pharmacology

This course is directed towards science majors and introduces them in depth to the biological effects of drugs

on the human body. All major drug classes will be studied, but emphasis will be placed on those affecting the central nervous system and behavior. Both prescription and over-the-counter as well as illegal drugs will be studied. Students may not elect both BI 345 and BI 210. Prerequisite: BI 101 or permission of instructor. Not offered in 1982-83. Dr. Sarah Martin.

Business Management

MN 201

Introduction to Business

This course introduces students to the world of business and the management and administration of private and public enterprise. It will provide an overview of the business environment and its effects upon organization objectives, operational policy, and management techniques. It examines management as applied to specific business functions, such as marketing and finance, and considers the influence of some of the concepts of behavioral science upon the more traditional management views and principles.

The course objective is to make the student more aware of the process of business as an individual consumer, as a working participant in a business, as well as a manager and a leader. No prerequisite. Fall and spring. Section 201A, Laurie Pascal; Section 201B and 201C, Amy Grossman, Nannette Amish.

MN 211

Principles and Practices of Management

This course considers management as a process engaged in at various levels of any organization and investigates fundamental principles which are generally accepted as the foundation of management actions. Included among other topics are those of planning, organizing, directing, and controlling an organization. Application of these generally accepted principles will be studied by investigating management practices in business settings. Prerequisite: MN 201 or permission. Fall and spring. Laurie Pascal, Amy Grossman, Nannette Amish.

MN 301

Human Resource Management

This course explores: the relationship of the human resource department to the organization; equal opportunity employment; staffing; training; appraising and compensating; organizational maintenance; and, union management relations. Through team building and exercises, students will gain practical experience to test and evaluate the theory that the lecturer and text provides. Upon completion of this course, the student will understand how the human resource field goes beyond the realm of what was formerly known as "personnel." Prerequisites: MN 201; 211; MA 120 suggested. Summer 1982 and every third semester. Nannette Amish.

MN 321

Marketing Principles

A study of the factors involved in marketing functions of product development, promotion, pricing, and

distribution, especially in relationship to our social and economic systems. Special attention is given to analytical and decision-making abilities, using case studies. Prerequisite: MN 201. Fall and spring. Laurie Pascal.

MN 322

Marketing Research

This course presents marketing research as a systematic and objective search with the analysis of the information gathering function of marketing management. Design, execution, and evaluation of marketing research. Prerequisite: MN 321, PY 101 or SO 101, and MA 120. Spring. Faculty of the Division.

MN 324

Advertising

An upper-level elective course that involves examination of the use of advertising and promotion techniques, along with the research and creativity employed by advertisers, advertising agencies, and the mass media. Students create a product and then design and develop an advertising campaign for their product. Prerequisites: MN 321; VA 101; and either PY 101 or SO 101; or permission of the instructor. Fall. Amy Grossman.

MN 325

Retailing and Sales Management

An upper-level elective course that explores first the retail trade and its changing character. Attention is given to: organizational structure of retail institutions; buying policies; pricing policies; store layout; and promotion. The second part of the course examines the sales force. Students learn about selection, training, development, organization, and supervision. Prerequisites: MN 321; either PY 101 or SO 101; or permission of instructor. Spring. Amy Grossman.

MN 326

Consumer Behavior

An upper-level elective in which students become acquainted with basic concepts of consumer behavior; gain

understanding of interrelationships that exist between the important variables; understand the consumer decision process; and appreciate marketing communications more through advertising and commercial analysis.

This course offers the business student an opportunity to gain knowledge about the consumer, which is essential, since consumption is at the base of every activity of a business. The upper-level, non-business major learns to appreciate better the market in which everyone functions and learns how to improve her own purchasing practices. Prerequisites: MN 321 (for Management majors) or permission of instructor. Fall 1982 and every third semester. Nannette Amish.

MN 341

Business Law

This course provides exposure for the potential manager to a variety of legal principles and considerations impacting on businesses in their day-to-day functioning. Specific areas of the law to be covered include: forms of business organization (with some tax analysis), contracts, personal injury law (including products liability), labor and employment law (including obligations on government contractors), consumer protection and real estate. The class format will be participatory and may involve mock negotiation sessions. Prerequisites: MN 201. AC 105 and PS 141 would be helpful. Not offered in 1982-83. Timothy J. Spillane.

MN 401

Business Policy and Strategy

An integration of knowledge gained in the functional areas (economics, accounting, marketing, finance) of management toward the development and implementation of an effective strategy to ensure the character and success of the total enterprise. Includes readings and cases from

profit and non-profit oriented enterprises. Prerequisite: Senior standing. Fall. Arthur W. Gagne.

MN 490

Business Management Seminar

An overview course using some of the techniques of library and field research, field surveys, and organizational audits. The advanced student, from earlier course work, will gain perspective of the broad and integrative functions of management. Prerequisite: MN 401. Spring. Arthur W. Gagne.

MN 495

Senior Internship

Chemistry

CH 102 (Group III)

General Chemistry I

This course introduces students to basic chemical principles concerning the nature, properties and chemical reactions of atoms and compounds. Whenever possible, application is made of these principles to areas of current interest such as energy, pollution and human disease. Problem solving is emphasized. Along with CH 103, this course fulfills prerequisites needed for more advanced courses in chemistry or in other sciences. Laboratory. Prerequisite: MA 100 or the equivalent or permission of instructor. Fall. Dr. Sarah Martin.

CH 103 (Group III)

General Chemistry II

This is a continuation of CH 102 to more advanced topics such as solutions, acids and bases, chemical (including ionic) equilibria, reaction rates, redox reactions, and chemical thermodynamics. Nuclear reactions and organic chemistry are also studied. Laboratory. Prerequisite: CH 102 or permission of instructor. Spring. Dr. Sarah Martin.

Communication Skills

CS 100-102

Communications Skills I & II

This course is designed to strengthen reading, writing and study skills, to improve speech through emphasis on group discussion, and to develop a broad understanding of the self in relation to experience. The course uses films and readings from a variety of texts and sources to supply a basis for assignments in writing and skills development. The emphasis is on clarity, logic, style, and thoughtfulness. Class discussions develop the skills of listening, responsiveness, and argumentation. Students analyze paragraphs and essays from both published writers and from works by fellow students. Varieties of form such as precis, paraphrase, expository essay, short story, poems, reports, and longer narratives are studied closely. Students are also introduced to research techniques and the effective use of the Library.

This course is required of all degree candidates in the Freshman year, except as follows: **1.** Any student who has completed a full year's course in Freshman English with a grade of C or higher is exempted from both CS 100 and CS 102. **2.** Any student who has earned a grade of 3 or higher on the Advanced Placement Test is exempted from CS 100-102 and receives credit towards her degree for both semesters of the course. **3.** Any student who has completed one semester of Freshman English with a grade of C or higher at another regionally accredited institution may bypass CS 100 in the fall. Fall and spring. 4 credits each semester.

The faculty for the course represent a wide range of disciplines. Methods of presentation may vary, but course requirements are the same for all sections.

The faculty teaching CS in 1982-83 are:

Beverly Alexander
Mahala Beams
Richard Beams
Dr. Frederick Cabot
Dr. Burnham Carter, Jr.
Vera Kreilkamp
Lanny Kutakoff
Patricia Macvaugh
John Munley
Marian Novick
Margery Seder
Stephen Thompson

CS 101

Developmental Writing

Although writing coherently and effectively is a challenge for all students, this course is designed particularly for those who need additional intensive work on their writing skills. Special emphasis will be placed on how to organize a paper and develop a theme employing sufficient supporting evidence. Grammar problems will be discussed as they arise in the student's writing. Using readings and discussions to stimulate thinking, students will write frequent short papers.

CS Placement: Students will be placed in CS 100 upon entering Pine Manor. At the conclusion of the fall term (CS 100) the instructor will recommend one of the following options for completion of the CS requirement: (1) continuing into Developmental Writing (CS 101). This sequence will then be followed by CS 102 in the following year.

(2) moving directly into CS 102 if the student's writing skills have improved sufficiently.

It should be noted that in the case of sequence (1), completion of the CS requirement will take three semesters. In most cases, CS will be a two-term commitment. Each course is 4 credits.

Drama and Speech

DR 101

Public Speaking

Students improve their ability to communicate through the composition and delivery of original speeches. Special attention to study and analysis of content, organization, style, and adaptations to the audience. An introduction to the fundamentals of phonetics and a study of the voice and articulation are also included. Fall and spring. Robert J. Owczarek.

DR 104 (Group IV)

The Essential Theatre

By combining the essentials of several disciplines within theatre arts, this course provides both the continuing student with a basis for further study and the novice with a liberal understanding of the field, regardless of prior experience. The elements of stage production, dramatic types and styles, basic theatre history, and related media such as film and television are introduced, compared, and explored in relation to productions both on and off-campus. Students will attend several shows in the Boston area and participate in classroom projects to supplement lectures and discussions. Fall. Robert J. Owczarek.

DR 111 (Group IV)

Movement, Mime, and Improvisation

This course approaches acting on a physical level, stressing a combination of preparation and spontaneous creativity, traditional stage deportment and movement, basic mime and pantomime techniques, and contemporary improvisational theatre strategies. This course forms a bridge between dance, both modern and traditional, and traditional acting techniques which emphasize monologues, scene work, scripted



characterization, and other elements of realistic acting. Fall. Robert J. Owczarek.

DR 121

Dramatic Interpretation

The oral presentation of dramatic literature is explored in many ways. Individual projects are designed to show how one derives ideas and feelings from written material, and how one may communicate ideas and feelings by means of voice and visible personality to an audience. Practical experience in the selection and adaptation of dramatic material for reading aloud. The development of an effective personal style of delivery is an important goal. Plays of Albee, Brecht, Duerrenmatt, Ibsen, Millay, Shaw, and Williams will be used as source material. Spring: ESL students only. Faculty of the Division.

DR 141 (Group IV)

Stagecraft

Students have the opportunity to gain practical experience in the preparation and presentation of theatrical performances, including design, construction, painting, properties, basic lighting, makeup, and stage management. Participation in Pine Manor productions expected. Studio sections required. Fall and spring. Jack D. L. Balance.

DR 211 (Group IV)

Acting I

An introduction to the process of acting with emphasis upon the development of character. Students will begin with themselves as "characters," moving gradually to fictional characters through the use of monologues and scenes from contemporary drama. Prerequisite: DR 111 or permission of instructor. Spring. Robert J. Owczarek.

DR 212 (Group IV)

Acting II

This is a continuation of Acting I for the advanced student. Emphasis upon workshop performances. Prerequisite: DR 211 or permission of instructor. Not offered in 1982-83. Robert J. Owczarek.

DR 243 (Group IV)

Design for the Theatre

The principles and practice of modern stage design are seen from historic, aesthetic, and practical viewpoints. Emphasis on the relationship between theatrical design and other fields, including dance, architecture, literature, and humanistic concerns. Prerequisite: DR 141, VA 100, or VA 132. Not offered in 1982-83.

DR 251

Theatre for Children

This survey of theatre for and by young people emphasizes the former, including scripts and content, story and teaching theatre, improvisational techniques, simple staging, and puppetry. Besides viewing off-campus performances, this class prepares a program for local presentation. Not offered in 1982-83.

DR 256 (Group IV)

The Art and Industry of Film and Television

A study of the growth of film and television as part and parcel of popular culture, including industry response to social and economic pressures, and changing aesthetic canons. Spring. Robert J. Owczarek.

DR 495

Senior Internship



Economics

EC 101 (Group II)

Fundamentals of Economics I (Macroeconomics)

Vital economic problems (wages, prices, family income, national income, inflation, depression, the market economy) are examined. Macroeconomic emphasis. Fall and spring. Siddiq Abdullah.

EC 102 (Group II)

Fundamentals of Economics II (Microeconomics)

This continuation of EC 101 has a microeconomic emphasis. Students who plan to continue study in economics should elect both EC 101 and EC 102. Open to students who have completed EC 101 or equivalent. Fall and Spring. Siddiq Abdullah.

EC 201 (Group II)

Economic Issues

Students explore selected problems of the American and world economies such as: population, resource scarcity and distribution, the merits and hazards of growth, poverty and income inequality, inflation and unemployment, and the divergent approaches of free enterprise, mixed, and command economies to the making of economic choices. Prerequisite: EC 101. May be taken concurrently with EC 102. Not offered in 1982-83. Siddiq Abdullah.

EC 210 (Group II)

Finance

An introductory course in finance with a focus on financial goals and planning by business enterprise, given the existing sources and costs of funds. An analysis of financial instruments from the viewpoint of firms and the investor is included, with a discussion of portfolio theory, the stock market, and other investment alternatives. Prerequisite: Math placement test; EC 101 and AC 105, or permission. Fall. Siddiq Abdullah.

EC 220 (Group II)

Business Cycles

An extension of macroeconomic theory applied to the problem of cyclical fluctuations in an economy. Special attention is given to the various theories that have developed to explain business cycles. A survey of past cycles is included. The role of public policy to achieve economic growth and stability is developed. A preliminary study of forecasting methods is included. Prerequisite: EC 101. May be taken concurrently with EC 102. Not offered in 1982-83.

EC 301 (Group II)

Money and Banking

An introduction to the role of commercial banks and other financial institutions and how they operate within the economy. Special attention is given to the historical development of the Federal Reserve System, as well as its structure, role, and performance in monetary policy. Development of monetary theory as it relates to the creation of money and credit and vital problems involving interest rates, international monetary activity, and debt management are considered, especially in terms of current policy issues. Prerequisite: EC 101. Spring. Siddiq Abdullah.

EC 302 (Group II)

International Economics

Analysis of the economic effects of trade among nations. Topics include the determination and stabilization of exchange rates, the regulation of commerce through various commercial policies, the United States balance of payments, the impact of international trade on price, income, and employment in the participating nations, international agencies and agreements affecting world trade, custom unions and common markets, and world liquidity problems. Prerequisite: EC 101. Not offered in 1982-83. Siddiq Abdullah.

Education

ED 115

Action and Interaction in Childhood Education

This is a basic technique course for working with pre-school children and for understanding the role of the teacher and the ways children interact with those around them. Work in the on-campus Child Study Center is required. Fall and spring. Caro Dellenbaugh.

ED 120

Outdoor Education

This course is designed to challenge people's thinking and understanding in the out-of-doors, to open a door into a new world. Within this, the course will focus in on two areas: leadership skills — how to design and run a trip, how to recognize and cope with individual and group needs, how to decide when to be a leader or just another member of the group; camping skills — mountain first aid, map and compass, knots, equipment, survival skills. No prerequisite. Summer sessions only. Scott Gilbert.

ED 216

Curriculum in Early Childhood Education

Understanding the environment which best meets the needs of young children is an important part of this overview of early childhood education. Curriculum areas are surveyed within a developmental framework. The areas of study include music, movement, language, science, art, dramatic play, mathematics, and social studies. Workshops and field trips also serve as resources. Work in the on-campus Child Study Center required. Prerequisite: ED 115 or permission. Fall and Spring. Peggy Kaufman.

ED 220

The Middle Years of Childhood

This course will study the child from six to ten years old from a developmental perspective — intellectual, psychological, social and physical. The child will be viewed in the context of family, peer relationships, and his school experience. Particular emphasis will be placed on the role of the school at this time in the child's life. Prerequisites: ED 115 or PY 110. Spring. Richard Hanelin.

ED 285

Interrelated Arts in Children's Work

The course will consider the nature of the arts (music, dance, and art) and their effects on young children, with emphasis on the interaction of the artistic processes and the expressive and cognitive development of the young child. Prerequisites: PY 101 or PY 110 or ED 115 or VA 100. Spring. Richard Hanelin.

ED 320

Theories in Early Childhood Education

An historical and philosophical examination of the theories regarding the learning needs and capabilities of children, as seen by Bruner, Dewey, Maslow, Montessori, Piaget, Whitehead and others. This course will emphasize the study of the applications of these theories in contemporary classroom settings. Prerequisites: Either PY 101, PY 110 or ED 115. Spring. Faculty of the Division.

English

EN 113 (Group I)

Poetry

Why has civilized man always liked to listen to, read, and even write poetry? How does content combine with word choice, imagery, shape, and even typography to produce satisfying effects? By a study of ballads, songs, sonnets, and a variety of short lyrics in English and American literature — from "O western wind, when wilt thou blow?" to modern times — this course will try to strengthen our awareness of what makes a poem work. Spring. Dr. Burnham Carter, Jr.

EN 150 (Group I)

The Short Story

An introduction to the craft of fiction through the study of short stories, from Poe and Chekhov to Hemingway and Updike, with attention to such components as point of view, structure, theme, and style. Designed for students wishing a grounding in the techniques of close examination of fiction before taking on courses in the novel. Fall. Vera Kreilkamp.

EN 171 (Group I)

The Play

By reading and discussing representative plays from both the past and the present, students will work toward a fuller understanding of what to look for when reading a play. They will get a brief view of the origin and development of Western drama and become acquainted with the work of a few outstanding playwrights. They will also consider the presentation of plot, character, and theme; characteristics of tragedy, comedy, and other types of drama; and ways in which a play is affected by the kind of theatre for which it is written. Reading will include 10 to 12 plays by authors from Sophocles to Ibsen, O'Neill, and Pinter. Not offered in 1982-83.

EN 180 (Group I)

**The Epic Vision:
Homer, Virgil and Ovid**

This course is designed to introduce students to several important works in Greek and Roman literature which have served as sources for many subsequent works of Western poetry, prose and art. These works will be read for their dramatic impact, and as expressions of the ethics, politics and religions of the times and cultures in which they have appeared. No previous familiarity with these works is necessary. Fall. Dr. Frederick Cabot.

EN 200

First Person Singular

(Open College seminar)

Writer, experience, audience: these are the three dimensions of effective written communication. Students will write in the first person in this seminar and each writer's work will be an outgrowth of her experience of life as she has lived, observed, and read. The goal will be to communicate one's insights in clear, concise, and effective language and by so doing, to learn to write more proficiently at all times. Fall. Marian Novick.

EN 201 (Group I)

Major British Writers I

Great works of literature do not just spring up overnight, like mushrooms. Each has a background, a literary past, as well as an influence on the next age. The province of this course is the development of English literature from 1387, when *The Canterbury Tales* was written, to the appearance of Boswell's *Life of Johnson* 400 years later. The course focuses on 10 writers: Chaucer, Spenser, Raleigh, Bacon, Donne, Dryden, Swift, Pope, Johnson, and Boswell. Recommended for any student interested in the sweep of English literature as it came into its own and established the English language as the vehicle for much of the best that has been said

and thought in Western civilization. Required of all majors in English. Prerequisite: Sophomore standing. Fall. Dr. Burnham Carter, Jr.

EN 202 (Group I)

Major British Writers II

This course will be a chronological survey of English literature from 1798 to 1973, centering on Wordsworth, Keats, Tennyson, Dickens, Arnold, Yeats, Eliot, Auden, and Dylan Thomas. Works by these writers will be examined from the perspectives of their place in English literary history, their influence on their own times, the effects upon them of such earlier writers as Shakespeare and Milton, and of the issues and ideas then being discussed or debated. Students are strongly urged to take EN 201 before taking EN 202. Required of all majors in English. Prerequisite: Sophomore standing. Spring. Dr. Frederick Cabot.

EN 203

Practical Writing

This course is designed to help students develop skills in the writing they will do in professional and managerial careers, in the gathering of information and its presentation in reports, case-studies, summaries and articles, using specific guidelines and instructions and appropriate format. Frequent writing, inside and outside of class. Prerequisite: CS 101-102. Fall. Richard Beams and Dr. Burnham Carter, Jr.

EN 204

Writing with Style

This course is designed to give students intensive practice and experience in the kind of analysis necessary to produce a coherent report. Clear, concise writing devoid of clichés, jargon, and redundancies will be

encouraged through short writing assignments, in-class analysis of those assignments, and rewriting. Group discussion of each student's writing (movie reviews, news stories, survey reports, profiles) is used to stimulate critical abilities and strengthen proofreading skills. Fall. Patricia Macvaugh.

EN 216 (Group I)

Shakespeare, Your Contemporary

"He was not of an age, but for all time." So Ben Jonson, Shakespeare's fellow playwright, wrote in 1623; today Shakespeare is the world's bestselling single author. Why? This course, concentrating on six representative plays, will try to provide an answer. The class will explore his understanding of human nature, unmatched power with words, insight into universal truths, and continuing ability to challenge actors and excite audiences. Students will also consider Shakespeare as a man and a playwright of his own day. In 1982-1983, reading, including comedy, tragedy, and the history play, will be chosen from the following: *A Midsummer Night's Dream*, *The Merchant of Venice*, *As You Like It*, *Twelfth Night*, *Romeo and Juliet*, *Hamlet*, *Othello*, *Julius Caesar*, and *Henry IV, Part I*. The class will attend at least one Shakespearean production in the Boston area and see a film on campus. Fall. Beverly Alexander.

EN 226 (Group I)

**The English Novel:
Woman as Heroine**

The English novel of the 18th and 19th centuries reflects the new roles and aspirations of women responding to the stresses of rapidly changing social patterns. In the introductory study of the novel, particular attention will be paid to the different ways in which female protagonists achieve their destinies in an increasingly materialistic society. The relationship between love, marriage, work, and money will

be explored. Readings will include Defoe's *Moll Flanders*, Austen's *Pride and Prejudice* (or *Emma*), Emily Bronte's *Wuthering Heights*, Charlotte Bronte's *Jane Eyre*, Hardy's *Tess of the D'Urbervilles* (or *Jude the Obscure*), James' *The Portrait of a Lady*. Film versions of one or two of the novels are shown, as available. Fall. Vera Kreilkamp.

EN 227 (Group I)

Images of Women in Drama

Plays of the past and present show how major women characters typify the varying feminine qualities and lifestyles prevalent in different cultures. Some non-conformist figures created by radical playwrights included. Characters are also discussed as individuals of any time and place confronting universal human problems. Readings: Sophocles, Shakespeare, Ibsen, Strindberg, Shaw, Maugham, O'Neill, Lorca, and Albee. The class sees at least one play in the Boston area. Spring. Beverly Alexander.

EN 230 (Group I)

American Literature and its Backgrounds I (1790-1850)

The emergence of American literature from colonial beginnings through the transcendental writers of the mid-19th century, with special emphasis on Edwards, Franklin, Thoreau, Emerson, Poe, Melville, and Hawthorne. Fall. John J. Munley.

EN 231 (Group I)

American Literature and its Backgrounds II (1850 to the Present)

This survey of American literature, designed to follow EN 230, will look at the subjects and the style of American writing since the mid-19th century, with special emphasis on James, Wharton, Fitzgerald, Hemingway, Anderson, and recent works by Dickey, Rich, Plath, Updike, and Oates. Spring. John J. Munley.

EN 260

Recent American Fiction

This course will examine recent trends in American Literature. Works will include: John Barth's *The Sot Weed Factor*; Thomas Pynchon's *The Crying of Lot 49*; Saul Bellow's *Henderson, the Rain King*; selections from the works of Kurt Vonnegut; Walter Percy's *The Second Coming*; John Irving's *The World According to Garp*. Summer session only. John Munley.

EN 274 (Group I)

The Modern Novel

This course will explore the responses of modern novelists to the cultural, social and political upheavals of the first three decades of the twentieth century. Special attention will be paid to experiments in style and to the fascination with violence and disorder so characteristic of literary modernism, particularly as a response to World War I. Readings vary from year to year but generally include novels by authors such as Joseph Conrad, E. M. Forster, James Joyce, D. H. Lawrence, Virginia Woolf, Ernest Hemingway, F. Scott Fitzgerald and William Faulkner. Whenever possible, a film version of one of the novels is shown. Spring. Vera Kreilkamp.

EN 294

Writing Workshop

This is an opportunity for the student to develop her ability to write original prose or poetry. Student writing and samples from published authors will be analyzed in class. By permission. Spring. Dr. Frederick Cabot.

EN 302

The Language of Persuasion

The goal of this course is to develop a greater sensitivity to words, to the way language works as a tool for gaining a particular effect. Persuasive lan-

guage is studied in three areas: person-to-person messages, the political arena, and business. Students write letters, editorials, public addresses, and analyses, using as models selections from Hemingway, Fitzgerald, Margaret Sanger, John F. Kennedy, Tecumseh, as well as corporate reports, magazines, and advertisements. The student is alerted to slanted writing, emotional appeals, logical fallacies, and the use of irony and humor. Spring. Dr. Burnham Carter, Jr.

EN 310 (Group I)

Journalism

The course will discipline students in the fundamentals of effective news writing. It will first show how to write clear, accurate news copy; then it will make clear the various steps in writing an effective news story: gathering the news, writing the lead, developing the story, revising, and editing. The course will also focus on interviewing techniques, interpretive reporting, libel, and "the new journalism." A primary goal will be to prepare articles both for the college paper and a special paper to be published at the end of the term. Fall. Richard Beams.

EN 316 (Group I)

Shakespeare's Tragic World

After 1600 William Shakespeare wrote his great tragedies, his bitter comedies, and his romances or tragicomedies. This course examines this more mature sector of his work in order to understand his development as a playwright and his reactions to the twilight of the Elizabethan world and the values of the time. Six or seven works will be read, from among the following: *King Lear*, *Macbeth*, *Antony and Cleopatra*, *Coriolanus*, *The Tempest* or *The Winter's Tale*, *Titus Andronicus*, *Richard II* or *Richard III*, and the *Sonnets*. Prerequisite: EN 216 or permission of the instructor. Spring. Beverly Alexander.

EN 330 (Group I)

Shorter American Fiction

This course provides both a chronological survey of short American fiction since Washington Irving and a comprehensive reading of the work of four or five major 20th century short story writers. The second half of the semester is devoted to the collected stories of such authors as Hemingway, Fitzgerald, Faulkner, Flannery O'Connor, and John Cheever. Students are encouraged to explore contemporary short fiction appearing in current periodicals. Not offered in 1982-83. Vera Kreilkamp.

EN 350 (Group I)

Continental Fiction

European writers have always made a significant contribution to the field of fiction; this course focuses its attention on six 19th century authors with whom every serious student of literature should be familiar. Three are Russian — Dostoevsky, Chekhov, and Tolstoy — and three are French — Flaubert, Balzac, and de Maupassant. Literary technique, ideas and values, and the place of the writer in his time are all considered. Prerequisite: Any course in fiction. Spring. Dr. Burnham Carter, Jr.

EN 370 (Group I)

Modern Plays: European

How can various aspects of society, including traditional marriage, be improved? What responsibility does — or should — each individual have for his or her own fate? What new meanings and values are emerging in the contemporary world? These are among the questions considered in plays by major European playwrights from Ibsen to Brecht, Sartre, and Ionesco read in this course. The class will also discuss the contributions of experimental theatres and attend one or more Boston area dramatic productions. Not offered in 1982-83. Beverly Alexander.

EN 371 (Group I)

Modern Plays: British and American

By reading and discussing representative plays by outstanding playwrights, the class will trace the remarkable recent development of drama in Britain and the United States. Students will examine each play in terms of character, dramatic style, and theme, and as an example of its author's ideas and contributions to the theatre. The class will also note how these plays reflect — and have often influenced — rapidly changing twentieth-century lifestyles and values. Among playwrights to be considered are Wilde, Shaw, O'Casey, O'Neill, Miller, Williams, Albee, Shaffer, and Pinter. The class will see at least one play in the Boston area. Fall. Beverly Alexander.

EN 385 (Group I)

Irish Literature

An examination of the leading figures of modern Irish literature, with special emphasis on Joyce and Yeats. Topics will include a brief survey of Irish mythology and folklore, the influence of Irish political history, the founding of the Abbey Theatre, and the Irish literary revival. Readings will include works by Joyce, Yeats, Synge, Lady Gregory, and O'Casey. Students will be able to attend films, lectures, and poetry readings sponsored by the Boston College Irish Studies Program and a production of an Irish play by a Boston area theatre. Prerequisite: Any previous literature course. Spring. Vera Kreilkamp.

EN 390 (Group I)

Blood and Thunder

This selection of 19th and 20th century horror fiction explores such themes as the macabre; vampires; ghosts; werewolves; and the horrors, real and imagined, of science, sex, war, and death. Writings by: Mary Shelley, Ambrose Bierce, E.A. Poe, G.P.R. James, Jerzy Kosinski, Henry James and Algernon Blackwood. Additional exploration into the psychology of dream and fantasy, and aspects of art of the period. Not offered in 1982-83.

EN 392 (Group I)

Joyce Trip to Ireland

This course takes students on a two and a half week literary tour of Ireland, with a special focus on Joyce's Dublin. Students will attend lectures at the Joyce Centenary Conference in Dublin, visit Yeats landmarks in Sligo and Galway and explore the Aran Islands in connection with the work of John Synge. The first two weeks of the course will be spent on campus at Pine Manor College where students will prepare for the Joyce Centenary Conference by studying *Ulysses*. In addition to the course tuition, a separate Foreign Travel Fee is required. Prerequisite: EN 385 — Irish Literature or permission of instructor. Summer sessions only. Vera Kreilkamp.

EN 495

Senior Internship

Fall and spring. Faculty of the Division.

EN 499 (Group I)

Senior Essay

Students will conduct independent research, compile a bibliography, and write a 15 to 20 page research paper on a topic in English Literature of their own choice, meeting weekly with their faculty supervisor on the English staff. Fall or spring.

English as a Second Language

English as a second language courses are required of all international students assigned to them on the basis of the placement exam.

(Note: Only one ESL course may be used to satisfy group requirements.)

ES 150 (Group I)

Intensive Intermediate English

This full semester course includes 20 hours of classroom work per week plus additional work in the language laboratory. It is designed for students who possess a solid grasp of English fundamentals but who need to strengthen skills in listening, speaking, reading, writing, and vocabulary development. The five components of this class provide students with practice in mastering sentence elements, controlled composition and paragraph types, spoken English and the articulation of ideas, reading practice, vocabulary expansion, listening comprehension and note-taking skills.

Prerequisite: TOEFL 450 or placement exam. Fall and spring. ESL staff.

ES 210 (Group I)

Advanced Reading

In Advanced Reading, ESL students will begin to read and interpret college-level materials in a wide range of fields. The goal of the course is to develop literal comprehension, inferential skills and reading vocabulary as well as to increase reading rate. A variety of study techniques, such as the use of the dictionary, will also constitute an important part of the course. Three periods per week of individualized work in the reading laboratory and two periods per week of discussion. Prerequisite: ES 150 or placement exam. Fall and spring. ESL staff.

ES 220 (Group I)

Advanced Writing

This course continues the development of college-level writing skills in English developed in ES 150. Practice is provided for competence in the use of transition words, parallelism, paragraph development, and essay organization. Students are asked to write on a wide range of specific assignments. Four class hours per week. Prerequisite: ES 150 or placement exam. Fall and spring. ESL staff.

History

HI 101 (Group II)

Western Civilization: From Ancient to Early Modern Times

The major ideas, forces, and influences which have shaped Western civilization are the focus of this exploration of many cultures: the ancient Egyptians, Mesopotamians, and Hebrews; the Greeks and the Romans; the Byzantine, Islamic, and feudal worlds; the Renaissance and Reformation, the commercial revolution, and the height of royal absolutism. Fall. Dr. John P. Agnew.

HI 102 (Group II)

Western Civilization in Modern Times

Since the 17th century, major developments have occurred in the Western world, including: challenges to royal autocracy, 18th century thought, industrialization and its consequences, the increase in political revolutions, the growth of power politics, the impact of modern science, and the search for world order. Spring. Dr. John P. Agnew.



HI 111-112 (Group II)

United States History I & II

This presentation of American national developments from the English settlements to the present emphasizes the relationship between socio-economic factors and political change. May be elected for either semester or for the full year. 4 credits each semester. Dr. Rosario J. Tosiello.

HI 125-126 (Group II)

Latin American History

An introduction to Latin American History from the 1700's to the present, from the Wars of Independence and early forms of government, to the social structures and political institutions today, including the transformation from colonial status to national independence. Not offered in 1982-83.

HI 145 (Group II)

History of China

An exploration of the traditions and origins of Chinese society, contacts with the West, economic and social change, the revolutionary process, and Chinese adoption and transformation of Western ideas. Spring. Gary Harris.



HI 146 (Group II)

History of Japan

An examination of Japanese civilization, development of distinct traditions in East Asia, impact of the West, and changes in political, economic, and social structures since 1868. Fall. Gary Harris.

HI 206

Massachusetts: Colony to Clipper Ships, 1620-1860

The role of Massachusetts and New England in America's evolution from colonial settlement to the Civil War is traced. The class will visit eight historical sites which illustrate political, social, or economic aspects of Massachusetts history. Most visits will occur during class time, but at least three Saturday trips will be required. Fall. Dr. Rosario J. Tosiello.

HI 215

Recent United States History

This course will trace the development and impact of domestic and foreign policies from World War II to the present. It will focus on the Cold War, McCarthyism, the rise of the "imperial presidency" and the burgeoning black, ethnic and women's movements, and a "tentative" analysis of Vietnam and its aftermath. Spring. Faculty of the Division.

HI 241

Europe in the Renaissance and Reformation Era

This study focuses on people, ideas, institutions, and events of European consequence between 1300 and 1648. It considers such topics as humanism, religious reform, religious and dynastic wars, absolutism, and the emergence of balance of power politics. Not offered in 1982-83. Dr. John P. Agnew.

HI 242

Europe in the Age of the Enlightenment

This was the period of the age of power and the age of reason: England under the Commonwealth and after the Restoration, France under Louis XIV and after, the rise of Hohenzollern Prussia and Romanov Russia, colonial rivalries, the French Revolution, and Napoleon. Not offered in 1982-83. Dr. John P. Agnew.

HI 243

Nineteenth Century Europe

Modern forces shaped the century between Napoleon and World War I. These include nationalism, romanticism, reform, industrialization, revolution, realism, socialism, nation building, imperialism, and the Victorian era. Fall. Dr. John P. Agnew.

HI 244

Europe and the World in the Twentieth Century

This course confronts the world in crisis: world wars and cold wars, the spread of nationalism beyond Europe, emerging nations, democracy under pressure from totalitarianism, bipolar and international politics. It recognizes 20th century achievements and prospects for peace as well as threats of war and revolution. Spring. Dr. John P. Agnew.

HI 251

Women in European History

This course traces and seeks to explain the changing roles and expectations of women from ancient times to the recent past — from the high status accorded women in ancient Crete through the veneration of the Virgin, the fear of witchcraft, and the tradition of courtly love in the medieval period, to modern times. The Russian Revolution, the suffrage movement, feminist associations, paradoxes concerning women in Nazi Germany, and contemporary trends provide a variety of views in the 20th century. Alternate fall semesters with HI 330. Fall. Dr. John P. Agnew.

HI 260

Modern Russia

After a preliminary study of the main themes in Russian history, the course emphasizes the emergence and enlargement of Soviet Russia as a world power. Special attention is given to revolutionary events in the early 20th century, the transformation of Marxism-Leninism into party and governmental programs, and the principal events and personalities since the 1917 revolution. Spring. Dr. John P. Agnew.

HI 270

History of England Since the Middle Ages

This course will trace the transformation of England from a feudal state to a world power. Special attention will be given to socioeconomic changes which built England into a commercial and industrial leader, as well as political forces which created both the United Kingdom and the Empire Commonwealth. Not offered in 1982-83. Dr. John P. Agnew.

HI 280

Recent America: From Vietnam to Afghanistan

This course examines the impact of America's involvement in the Vietnam war on the major social, intellectual, political, and economic events of the 1970s and early 1980s. The foreign and domestic ramifications of the Watergate crisis, recent recessions, and changes in the civil rights, youth and women's movements will also be explored. Special attention will be given to the current problems in American relations with the countries of Western Europe, the Middle and Far East. Summer sessions only. John Munley.

HI 309

Ethnic Minorities in America

Outsiders occupy a precarious position in American society: They are expected to aspire to the American

dream of success and happiness, yet they are often denied access to the means of achieving that dream. The diaries, memoirs, letters, autobiographies, and histories of these ethnic minorities reveal their experiences. Special attention will be given to the experience of first generation immigrants and native American Indians. Fall. Dr. Rosario J. Tosiello.

HI 310

The City in America: Hope or Despair?

America has gradually changed from a rural, agrarian society into an urban, industrial culture. Consideration of this transformation includes such topics as social mobility, the frontier city, political bossism, and suburbs from the colonial to the modern period. Special emphasis on changing perceptions of the city. Spring. Dr. Rosario J. Tosiello.

HI 311

Diplomatic History of the United States in the Twentieth Century

The development of American foreign policy from the Spanish-American War to the present is examined with special attention to the Cold War and recent policy changes. By permission. Not offered in 1982-83.

HI 315

American Business History

The course will describe and analyze the development of the American business system in regard to the changing problems and environment it has faced and the responses it has evolved over time. Emphasis will be given to relating the American business system to the wider context of American society and the contributions, problems and conflicting goals which this relationship creates. Prerequisites: HI 111 and HI 112, or permission of instructor. Spring. Dr. Rosario J. Tosiello.

HI 320

Afro-American History, 1619 to the Present

The Black experience in the United States from slavery to the contemporary age is examined. Not offered in 1982-83.

HI 330

Medieval Europe: The Crucible of the Modern World

Writers from the Renaissance to the twentieth century described medieval Europe as suffering through the "Dark Ages." Modern scholarship has demonstrated how successfully Europeans adjusted to the political and cultural collapse accompanying "the fall of Rome" and slowly but persistently developed new institutions, practices, and attitudes which, in time, became modernized: feudalism and the feudal state, which became the nation-state, common law, chartered towns and cities, guilds, universities, and colleges, Parliament, the secular state and primogeniture, the beginnings of capitalism, and "separation of church and state." Pre-requisite: HI 101. Not offered in 1982-83. Dr. John P. Agnew.

Humanities

HU 226 (Group I)

Music and Literature

A systematic analysis of specific works of literature followed by a comparison of the work with its musical counterpart, to show how music articulates drama and what principles of form and expression prevail in each media. No technical skills in music required. A trip to the Metropolitan Opera in New York City is included. Not offered in 1982-83. Richard Beams.

HU 231 (Group I)

Philosophy of Contemporary Events

Through a careful examination and discussion of articles in popular journals (for example, *The New Yorker*, *The Atlantic*, *The New York Times*, *The Christian Science Monitor*, *Harper's*, *Commentary*) students are encouraged to think critically and probingly about issues and events shaping their world. The importance of becoming an informed, involved participant in contemporary history, rather than a mere spectator is central to the course. Spring. Faculty of the Division.

HU 251 (Group I)

Time, Change, and Death: The Meanings of Mortality

An examination of various ways in which human beings attempt to come to grips with, and sometimes to escape from, the awareness of their mortality. The course will consider such questions as: How do human beings react to the awareness that they are going to die? What are some of the ways human beings express grief? How do dominant cultural attitudes toward aging and death influence individual attitudes toward these phenomena? Readings will include fiction as well as philosophical, theological, and psychological material. Spring. Stephen Thompson.

HU 321 (Group I)

A World of Contrasts

This course will explore themes of order and chaos, beauty and ugliness, and harmony and discord in art, architecture, literature, and song. The major focus will fall upon a selection of Renaissance artists and writers, with excursions to more recent or contemporary figures. The course will try to establish a sense of connection between the preoccupations of the past and the present, such as the pervasive belief that the physical and moral worlds are or may be related,

influencing the ways we form criteria for judgment. We will examine such representative figures as Leonardo da Vinci, Michelangelo, Dante, Rabelais, and Shakespeare. Film, as well as art and literature, will be an element of the course. Fall. Dr. Rodman R. Henry and Dr. Frederick Cabot.

HU 383 (Group I)

Parent and Child in England and America

This course seeks to explore the relationship between parent and child in England and America from the 17th through the 19th centuries, including physical nurturance and moral education, parental self-images and images of childhood, motherhood as the woman's role, and societal influences on parents and children. The course will examine the Puritan and Romantic definitions of childhood and trace the 19th century's redefinition of parenthood as motherhood. Materials will include novels, poems, juvenile literature, biography, autobiography, journals, infant journals, sermons, pedagogical treatises, legal documents, and historical analyses. A significant amount of reserve reading and supervised individual research is expected. Spring. Vera Kreilkamp.

Languages: French

During the opening week of college, all students continuing with French are tested to determine their oral and reading achievement. French is the language of the classroom.

LF 101-102 (Group I)

Elementary French

Intensive oral work, a thorough grounding in grammar, and the reading of texts serve as an introduction to the language, life, and customs of France. Open to students who have had no French. Four 50-minute appointments, including laboratory.

Both semesters must be completed successfully for any credit to be earned throughout the year. 8 credits. Section A Roslyn Spector, Section B Rosemary Ashby.

LF 201 (Group I)

Intermediate French I

A working grammatical foundation and oral fluency are achieved through the reading and discussion of short French works and through a systematic study of grammar. Laboratory assignments include study of basic phonetics and grammatical and literary exercises. Prerequisite: LF 101-102 or equivalent. There will be a 50 minute laboratory appointment in addition to classes. Fall. Section A, Dr. Mary Gegerias, Section B, Dr. Mary Gegerias (at Babson).

LF 202 (Group I)

Intermediate French II

Written and oral expression through the study of complete French works is stressed. Major grammatical problems are also examined. Laboratory work includes student recordings and oral-aural exercises. Prerequisite: LF 201 or equivalent. One 50-minute laboratory appointment in addition to classes. Spring. Section A, Dr. Mary Gegerias, Section B, Dr. Mary Gegerias (at Babson).

LF 203 (Group I)

Intensive Intermediate French

This course combines LF 201 and LF 202 into a single semester. Meets daily, with two 80-minute and three 50-minute appointments, including laboratory, each week. Prerequisite: LF 101-102 or equivalent. 8 credits. Summer. Dr. Mary Gegerias.

LF 205 (Group I)

Style Usage in Oral and Written French

Improvement of expression in oral and written French is achieved through the close study of general vocabulary, varied grammatical constructions, and selected literary texts. Assign-

ments will include oral exposés on a broad range of topics and written exercises that emphasize description, narration, and literary analysis.

Designed to meet the needs of students beyond the intermediate level. Prerequisite: LF 202 or equivalent. Fall. Roslyn Spector.

LF 210 (Group I)

Que sais-je? or Inquiry about Self in the French Tradition

Students will study three or four literary figures and fictional characters for whom understanding of self was a major preoccupation and source of inspiration. Assignments include autobiographical, philosophical, and creative works that characterize significant periods in the development of French thought, by Montaigne, Pascal, Descartes, Benjamin Constant, Gide, and Sartre. For the final paper, students will have the option of choosing a literary topic or writing a brief autobiography. Prerequisite: LF 202, LF 205, or equivalent. Not offered in 1982-83.

LF 211 (Group I)

Contemporary France

The careful reading of selected texts and works by representative writers, artists, philosophers, scientists, and sociologists provides a background for the understanding of present-day France and its institutions. Class discussion is supplemented by oral and written exposés. Prerequisite: LF 202, 205, 210 or equivalent. Fall. Dr. Mary Gegerias.

LF 220 (Group I)

Truth of Love — Love of Truth in French Literature and Cinema

The quest for love and truth in the French literary tradition is examined on both the thematic and creative levels. New artistic dimensions achieved through cinematographic interpretation of literary masterpieces are also

examined. Selected literature and films include *Tristan et Iseut*, *Les Liaisons Dangereuses*, and *Hiroshima Mon Amour*. Prerequisite: LF 202, 205, 210 or 211. Two 50-minute appointments plus additional film viewing. Fall. Dr. Mary Gegerias.

LF 285 (Group I)

Studies in Literature/Culture

The purpose of the course is to broaden students' understanding of French culture while also demonstrating its impact upon other countries of the world. Two or three world events of international importance will be selected at the beginning of the semester and studied through newspapers and periodical literature, depending on topic. Students will analyze the French attitude towards such events and policy in relation to positions held by other nations including the United States. Prerequisite: LF 202, 205, 210, 211 or equivalent. Spring. Visiting lecturer.

LF 338 (Group I)

Modern Themes and Structures in the French Novel

The purpose of this course is to examine the development of the French novel during the eighteenth and nineteenth centuries with special attention given to these works as sources of inspiration for twentieth century writers. Novels include works by Voltaire, Marivaux, Balzac, Stendhal, Flaubert. Prerequisite: LF 210, LF 211 or equivalent. Not offered in 1982-83.

LF 345 (Group I)

Victorious Rebels — "Philosophes" and Poets

The 18th and 19th centuries represent celebrated periods of revolt in France. Study of the spirit of revolt expressed by the "philosophes" of the Age of Enlightenment, including Rousseau, Voltaire and Diderot, and the writers and poets of the 19th century, such as

Hugo, Baudelaire, and the Symbolists. Prerequisite: LF 205, 211 or 220. Not offered in 1982-83. Dr. Mary Gegerias.

LF 350 (Group I)
French Literature of the Twentieth Century

Important ideas and personal philosophies underlying significant novels, plays, and poetry are subjects for class discussion. Among the authors studied are Proust, Gide, Camus, Sartre, Robbe-Grillet, Butor. Poets include Valery, Apollinaire, Eluard, Reverdy. A mini-seminar directed by Michel Butor will constitute an integral part of course. By permission. Spring. Visiting Lecturer.

LF 358 (Group I)
Great Epochs of French Drama I
Major plays by Corneille, Racine, and Molière are studied with emphasis on the social background and the relationship of each play to the life of the period. By permission. Spring. Roslyn Spector.

LF 359 (Group I)
Great Epochs of French Drama II
Selected plays of the 19th and 20th centuries are examined in the light of such parallel themes as sincerity, authenticity, duty and responsibility, self-will, and freedom. Dramatists studied are Hugo, Vigny, Montherlant, Anouilh, Sartre, Ionesco, Beckett. By permission. One weekly seminar plus independent study. Not offered in 1982-83.

LF 365 (Group I)
Advanced Stylistic Techniques
The student's oral and written expression is enriched through an intensive study of stylistic techniques based on the analysis of selected idiomatic and grammatical constructions and the careful reading of varied literary texts. Emphasis will be on creative and analytical expression in oral and written

exercises. Prerequisite: LF 220, 350, 358 or equivalent. Spring. Dr. Mary Gegerias.

LF 366 (Group I)
Creative Criticism

The student's creative and personal expression will be developed through an original analysis of selected French films, music, art, literary texts, and political events. Artistic exhibits and performances will be viewed. The models examined will generally be articles from appropriate current periodicals. A special segment titled *Lavie des affaires*, with emphasis on French business language, will include commercial correspondence, publicity, and vocabulary and expressions essential in the world of international affairs. Prerequisites: LF 205, LF 211, or equivalent. Not offered in 1982-83. Roslyn Spector.

LF 490 (Group I)
Senior Seminar
Fall and spring.

LF 495
Senior Internship

Languages: Italian

During the opening week of college, all students continuing with Italian are tested to determine their oral and reading achievement. Italian is the language of the classroom.

LI 101-102 (Group I)
Elementary Italian
Dialogues and simple prose, presenting cultural aspects of today's Italy, provide stimulating topics for conversation. Emphasis is on the spoken language in order to familiarize students with the sounds and basic grammatical structure of Italian. Open to students who have had no Italian. Four 50-minute appointments, including laboratory. Both semesters must be completed successfully for any credits to be earned. Throughout the year. 8 credits. Not offered in 1982-83. Franca Merlonghi.

LI 103 (Group I)
Intensive Elementary Italian
Open to students who have had no Italian, this course combines LI 101 and LI 102 into a single semester. The class will meet daily with two 80-minute appointments and three 50-minute ones. 8 credits. Fall. Franca Merlonghi.

LI 201 (Group I)
Intermediate Italian I
Through both oral and written review of grammar, a student learns to express herself correctly and fluently in Italian. Contemporary prose provides the basis for discussions and reports. Prerequisite: LI 101-102 or equivalent. Four 50-minute appointments, including laboratory. Not offered in 1982-83. Franca Merlonghi.

LI 202 (Group I)

Intermediate Italian II

Oral expression is stressed, with the reading of literary works and brief written compositions. Prerequisite: LI 201 or equivalent. Four 50-minute appointments, including laboratory. Not offered in 1982-83. Franca Merlonghi.

LI 203 (Group I)

Intensive Intermediate Italian

This course combines LI 201 and LI 202 into a single semester, using the same materials, topics, and goals as those two courses. The class will meet daily with two 80-minute appointments and three 50-minute ones, including laboratory. 8 credits. Spring. Franca Merlonghi.

LI 210 (Group I)

Italian Civilization

The geography as well as the historical and artistic development of Italy is surveyed through the reading and discussion of short literary and journalistic texts. Prerequisite: LI 202 or equivalent. Not offered in 1982-83.

LI 220 (Group I)

Italian Literature of the Renaissance

Modern man's awareness of being the center of the universe and responsible for his own destiny is seen from varying perspectives: Machiavelli's realism, Ariosto's spirit of adventure and satire, and Tasso's introspective and romantic nature. By permission. Not offered in 1982-83.

Languages: Spanish

During the opening week of college, all students continuing with Spanish are tested to determine their oral and reading achievement. Spanish is the language of the classroom.

LS 101-102 (Group I)

Elementary Spanish

Emphasis is on the listening and speaking of the language while the principles of grammatical structure are introduced. Open to students who have had no Spanish. Four 50-minute appointments, including laboratory. Both semesters must be completed successfully for any credit to be earned. Throughout the year. 8 credits. Franca Merlonghi.

LS 201 (Group I)

Intermediate Spanish I

The cultural traditions and differences of Spain and Latin America serve as a basis for both discussions and compositions. Intensive review of grammar, with emphasis on oral and written expression. Prerequisite: LS 101-102 or equivalent. Four 50-minute appointments, including laboratory. Fall. Ann Rodriguez and Paola Setti.

LS 202 (Group I)

Intermediate Spanish II

While continuing grammar review, more emphasis is placed on the contrasting cultural aspects of contemporary Spain and Latin America, through study of modern literary selections. Prerequisite: LS 201 or equivalent. Four 50-minute appointments, including laboratory. Spring. Ann Rodriguez.

LS 205 (Group I)

Modern Spanish

Fluency in spoken and written Spanish are the aims of this course. Emphasis is on oral and written proficiency

for professional and daily use, gained by reading and discussing contemporary journals, essays, and dramas. Prerequisite: LS 202 or equivalent. Not offered in 1982-83.

LS 206 (Group I)

Advanced Spanish Composition

Stylistic and analytical techniques of written Spanish improve through careful analysis of Spanish and Latin American literature. Prerequisite: LS 205 or permission. Not offered in 1982-83.

LS 210 (Group I)

Spanish Civilization

Spanish individualism, heroism, religiosity, political life, and artistic sense are traced from the Reconquista to contemporary times. Prerequisite: LS 202 or equivalent. Fall. Franca Merlonghi.

LS 211 (Group I)

Latin American Civilization

The complexities of today's Latin American cultures and subcultures are studied through a cultural-anthropological approach, from modern cosmopolitan centers to stone-age Indian communities and their people's thoughts, behavior, and values. Readings from representative anthropologists, essayists, and fiction writers, such as Oscar Lewis, Garcia Marquez, and Jorge Luis Borges. Prerequisite: LS 202 or equivalent. Not offered in 1982-83. Franca Merlonghi.

LS 215 (Group I)

Readings in Hispanic Literature

Representative works of modern Spanish and Latin-American literature are read and discussed, including short stories, drama, poetry, and parts of film scripts, with special emphasis on Miguel de Unamuno, Vicente Aleixandre, Octavio Paz, and Luis Buñuel. Prerequisite: LS 202 or equivalent. Spring. Franca Merlonghi.

LS 240 (Group I)

Spanish Literature of the 19th Century: Focus on Women

Are they saints or sinners? Do they forge their own destinies, or are they victims of their circumstances? The role of women in 19th century Spanish literature during the ages of romanticism and realism will be the theme of this course, with emphasis on writers such as Zorilla, Valera, Galdos, Clarin, and Pardo Bazan. By permission. Not offered in 1982-83.

LS 250 (Group I)

Spanish Literature of the Twentieth Century

Spanish novels, dramas, and poetry from the "generation of '98" to the present are read and discussed. Emphasis on the changes in thought brought about by such authors as Unamuno and Ortega Y Gasset. By permission. Not offered in 1982-83.

LS 260 (Group I)

Latin American Literature of the Twentieth Century

Man's struggle with his environment and the identity of the individual in society are the main themes in Latin American literature of this century. This course deals with the major writers of modern times, from the "Modernism" movement to the novels of Garcia Marquez. Includes Darfo, Neruda, Borges, Paz, and Cortázar. By permission. Not offered in 1982-83. Franca Merlonghi.

Languages: Chinese

LC 100 (Group I)

Conversational Chinese

This is a course designed for those planning to travel to China for business or as tourists and for others who seek a brief, intensive first exposure to the language. It will lead to the ability to speak basic words of greetings and other phrases useful in everyday conversation occurring during traveling, dining, shopping, etc.

Students will also learn to tell time, understand numbers and recognize short responses to their questions. Attention is given to basic pronunciation and tones as they affect meaning. Summer sessions only. Gwen T. Wang.

LC 101 (Group I)

Introduction to Chinese (Mandarin)

A course in Mandarin with reading and listening exercises that will lead the student into elementary dialogues and vocabulary familiarization. This course provides the necessary basic pronunciation and knowledge of tones necessary for further academic study of Mandarin. It emphasizes sounds and basic grammatical structure, introduction to pinyin and regular character formats with sentence drills. Summer sessions only. Gwen T. Wang.



Languages: Japanese

LJ 101 (Group I)

Beginning Conversational Japanese

This course is designed for the student who wishes to be able to speak basic words of everyday conversation and dialog either in anticipation of travel or further study of Japanese. Emphasis is on the spoken language in order to familiarize students with the sounds and basic construction of Japanese. Dialogues and conversation will present cultural aspects of today's Japan and be complemented by an early acquaintance with characters. Summer sessions only. Kikuko Yamashita.

Mathematics

During the opening week of college, all new students are tested to determine their achievement level in mathematics.

MA 100

Essential Algebra

A course designed for students who did not elect advanced mathematics courses in high school and feel mathematically unprepared for work in the physical, biological or behavioral sciences, or management. Topics include a review of arithmetic operations, signed numbers, solutions of linear and simultaneous equations, factoring, and algebraic fractions. Emphasis is also placed on dealing with word problems.

This course is a graduation requirement of all degree candidates unless a student has passed the basic math competency test given registration week. Fall and spring. Joan R. Weinstein and Audrey Stein.

MA 110 (Group III)

Elementary Functions

The basic concepts of functions and relations including their properties and graphs: linear and quadratic functions, polynomials, rational functions, exponential and logarithmic functions, the trigonometric functions and coordinate geometry. Prerequisite: MA 100 or placement test. Fall and spring. Audrey Stein.

MA 115 (Group III)

Calculus I

The first term of calculus covers limits, continuity, differentiation of algebraic functions with applications to graphing, an introduction to integration, and a thorough study of the conic sections. Prerequisite: MA 110 or placement test. Fall. Audrey Stein.

MA 116 (Group III)

Calculus II

This continuation of MA 115 emphasizes the differentiation and integration of trigonometric, inverse trigonometric, exponential, and logarithmic functions. Other topics may include parametric equations, polar coordinates, volumes of solids of revolution, and improper integrals. Prerequisite: MA 115 or permission. Spring. Audrey Stein.

MA 120 (Group III)

Statistics

Specifically designed for students entering the varied fields of social or natural science, the course begins with the fundamentals of statistics — mean, median, mode, and standard deviation — and progresses to linear correlation and regression, probability, binomial and normal distribution, the Central Limit theorem, and hypothesis testing. Prerequisite: MA 100 or placement test. Fall and spring. Joan R. Weinstein.

MA 150 (Group III)

Introduction to Computers

By an overview of data processing and an introduction to computer programming, students will learn the components of a computer, the types and capabilities of the machines available, methods of data processing, and the uses of various programming languages, as well as the techniques of flowcharting and basic programming. These techniques will be applicable to problems in other courses which involve the collection and organization of data. The computer language will be BASIC (Beginners All-purpose Symbolic Instruction Code). Prerequisite: MA 100 or equivalent. Lab fee required. Fall and spring. Faculty of the Division.

MA 240 (Group III)

Intermediate Computing

This second level course in programming is designed to allow students to develop much more technical facility in BASIC programming using string manipulations, nested loops, nested subroutines and arrays. Most importantly, the course will expose students to data files and the techniques of random and sequential access storage and retrieval. Business applications in creating a large data base as well as more sophisticated mathematical investigations will serve as the setting for students' computer projects. Lab fee required. Prerequisite: MA 150. Spring. Faculty of the Division.

MA 250 (Group III)

Intermediate Computing: Advanced Applications

This course will pursue advanced applications to a number of different computer science areas including Artificial Intelligence, data-base uses, and simulation. It assumes a knowledge of BASIC programming language. Whereas MA 150 studies the mechanics of "what programming is about," this course focuses on the why of programming. This course is intended for anyone who has a knowledge of BASIC programming and is interested in the uses and impact of programs in a contemporary and significant manner. The course will be organized around programming projects. Students will write programs and modify existing ones. The format is 1½ hours lecture, with 1½ hours supervised laboratory time. This is a high level computer literacy course in that students will not be talking about various applications alone, but performing some of them. Prerequisite: MA 150 or permission of instructor. Lab fee required. Summer sessions only. Dr. George Lukas.

MA 285 (Group III)

Studies in Mathematics: Differential Equations

A middle level course in the calculus sequence, usually required of those planning to go on in mathematics. Syllabus will include methods of solving first- and second-order differential equations, Laplace transforms, power series solutions, the fundamental existence theorem, and applications. Prerequisite: MA 115-116 or equivalent. Not offered in 1982-83.

Modern Dance

MD 101 (Group IV)

Modern Dance: Elementary Technique I

This course combines beginning technique and creative work with emphasis on developing body discipline. Students are encouraged to attend local concerts and read related articles. Fall. 2 credits (upon completion of MD 102). Mahala T. Beams.

MD 102 (Group IV)

Modern Dance: Elementary Technique II

This course is a continuation of MD 101. Prerequisite: MD 101. Spring. 2 credits. Mahala T. Beams.

MD 201 (Group IV)

Modern Dance: Intermediate- Advanced Technique I

This class is designed to develop the technical skills of the dancer. Involves floorwork, ballet barre, center floor, and combinations of movement through space. Students are encouraged to attend local concerts. Prerequisite: MD 102. Fall. 2 credits (upon completion of MD 202). Mahala T. Beams.

MD 202 (Group IV)

Modern Dance: Intermediate- Advanced Technique II

This course is a continuation of MD 201. Prerequisite: MD 201. Spring.



Students may repeat MD 201-202 with permission of instructor. Mahala T. Beams.

MD 211 (Group IV) Elementary Ballet I

An introduction to this classical dance form helps the individual strengthen her modern dance technique. Through a progression of barre and center floor work, the student develops an awareness different from, but important to, modern dance. Fall. 2 credits (upon completion of MD 212). Ruth B. Levin.

MD 212 (Group IV) Elementary Ballet II

This course is a continuation of MD 211. Prerequisite: MD 211. Spring. 2 credits. Ruth B. Levin.

Music

MU 101 (Group IV)

Introduction to Music

Students will become acquainted with the various genres and styles of music, both classical and popular, and with elements of the musical art such as melody, harmony, texture, form, and notation. There will be emphasis on development of informed and perceptive listening. Topics include symphony, opera, chamber music, choral music, solo repertoire for voice and for piano, music theater, and jazz. Fall and spring. David Hicks.

MU 113 (Group IV)

Theory I

This course represents an integrated approach to fundamentals of musicianship, theory, and harmonic practice. Rhythmic and pitch notation, time and key signatures, clefs, scales, interval identification, triads and their inversions will be examined. Class procedures include melodic and rhythmic dictation, sight-singing, part-writing, and keyboard applications. Fall. David Hicks.

MU 114 (Group IV)

Theory II

This is a continuation of Theory I. New class material includes more complex sight-singing and dictation, nonharmonic tones, the dominant seventh chord, elementary modulation, and a study of simple musical forms. Prerequisite: MU 113. Not offered in 1982-83. David Hicks.

MU 121 (Group IV)

Music in Live Performance

This course will be structured around attendance at seven concerts in the Boston area, each representing an important genre of music, such as symphony, solo repertoire, chamber music, opera, choral music, jazz, and electronic music. Class time will be devoted to the acquisition of background information about the various

types of music, preparation of material on upcoming concerts, and discussion of past performances. Fall. David Hicks.

MU 132 (Group IV)

History of Western Music

This course will trace the development of Western music from the Middle Ages into the twentieth century. Representative styles, forms, masterworks and composers from each period will be studied with particular attention given to music of the Baroque, Classical, Romantic, and Modern eras. Not offered 1982-83.

MU 141 (Group IV)

Introduction to Singing I

Students learn the fundamental techniques of good singing. Appropriate solo and ensemble repertoire is assigned. Instructor limits the class to eight or fewer students. Fall. 2 credits (upon completion of MU 142). Mary McDonald.

MU 142 (Group IV)

Introduction to Singing II

This is a continuation of MU 141. Prerequisite: MU 141. Spring. 2 credits. Mary McDonald.

MU 143 (Group IV)

Private Instruction in Applied Music I

Private instruction in voice, piano, organ, harpsichord, and orchestral instruments is available for students with established interests and abilities in these areas, depending on the availability of qualified outside instructors. Specified technique and repertoire requirements must be met for acceptable completion of private studies. One 45-minute lesson per week, plus five hours of preparation. Fall. 2 credits (upon completion of MU 144). Faculty of the Division.

There is a special fee for private instruction in music; see Fees and Expenses.

MU 144 (Group IV)

Private Instruction in Applied Music II

A continuation of MU 143. Prerequisite: MU 143. Spring. 2 credits. Faculty of the Division.

MU 202 (Group IV)

American Musical Theater

This course will trace the development of the American musical from light opera, vaudeville and variety to its mature forms. The class will study important works by such composers and lyricists as Jerome Kern, Irving Berlin, George and Ira Gershwin, Cole Porter, Rodgers and Hart, Rodgers and Hammerstein, Lerner and Loewe, Leonard Bernstein and Stephen Sondheim. Spring. David Hicks.

MU 211 (Group IV)

Symphony

A primary purpose of this course is to increase understanding and appreciation of a substantial number of master works for the orchestra. As a study of the symphonic literature c. 1775 to 1900, it will consider the development of orchestral resources, symphonic forms, individual and national styles, and the evolution of programme music and the symphonic poem. Among the composers included are Haydn, Mozart, Beethoven, Schubert, Berlioz, Liszt, Brahms, Tchaikovsky, Dvorak, and Mahler. Attendance at least two orchestra concerts will be required. Fall. David Hicks.

MU 216 (Group IV)

Romantic Music

Through a study of representative masterworks, students will become acquainted with the major composers, styles, genres and attitudes of the nineteenth century. The class will explore more intimate forms such as art song and character piece as well as larger orchestral and choral works, and consider the contributions of composers from Schubert through the post-romantics Mahler and Strauss. Fall. Mahala T. Beams.

MU 224

(Open College seminar)

History of Opera

In exploring the 375-year history of opera, from Monteverdi through Britten, the course will examine how opera evolved and changed as composers have attempted to communicate the meaning of words and drama through music. A major goal will be to dispel the myth of opera as merely "an exotic and irrational entertainment." This historical course will include lectures, discussions, recorded musical examples, and at least one trip to a performance at the Metropolitan Opera in New York City. Fall. Richard B. Beams.

MU 226 (Group IV)

Twentieth Century Music

In addition to works by established composers of the first half-century, such as Stravinsky, Schoenberg, Berg, Webern, and Bartok, this study of 20th century music considers more recent developments (especially in America) such as electronic and chance music and other types of experimental music. Not offered in 1982-83. David Hicks.

MU 236 (Group IV)

Jazz

This study of the origin and development of jazz considers its musical elements, the major styles which evolved in different locales, and some of the performers who have made important contributions. Spring. David Hicks.

MU 243 (Group IV)

Private Instruction in Applied Music III

Students may continue private studies in an instrument or voice. Prerequisite: MU 144. Fall. 2 credits (upon completion of MU 244).

There is a special fee for private instruction in music; see Fees and Expenses. Faculty of the Division.

MU 244 (Group IV)
Private Instruction in Applied Music IV

A continuation of studies in an instrument or voice. Prerequisite: MU 243. Spring. 2 credits. Faculty of the Division.

MU 275 (Open College seminar)
The Operas of Verdi

This course will explore the life and works of Giuseppe Verdi, following the development of his compositional style from his first opera, *Oberto*, in 1830 to his final opera, *Falstaff*, in 1893. The course will begin with a presentation of basic information about Verdi's life, the *Risorgimento*, and the musical milieu in which he developed as a composer. It will then study, in chronological order, those of his 32 works for stage most representative of his developing style.

The course will demand no technical skills in music although it will provide an opportunity for those with such skills to pursue related projects on their own. Included will be a trip to New York City for a performance at the Metropolitan Opera and for a visit to the Verdi Institute at New York University. Fall. Richard B. Beams.

MU 276 (Open College seminar)
Wagner's *Ring*: Music, Myth, and Meaning

This course will provide an in-depth study of Richard Wagner's massive tetralogy, *Der Ring des Nibelungen*. It will first examine the motifs and salient musical structures of the four operas; then it will use Robert Donington's book, *Wagner's "Ring" and its symbols: the Music and the Myth* to examine the meaning of Wagner's symbols. The course will also examine the original Nordic epic, the *Edda*, on which the *Ring* is based as well as additional commentaries, including George Bernard Shaw's *The Perfect Wagnerite*. The course demands no technical skills in music, but will require attendance at least at one

opera of the *Ring* cycle at the Metropolitan Opera (New York City). Spring. Richard B. Beams.

Pine Manor Chorus membership is by audition. Rehearsals are held twice weekly. David Hicks and Mary McDonald.

Philosophy

PH 102 (Group I)
Philosophical Perspectives

An examination of differing views of such basic philosophical problems as: Does God exist? Are moral judgments relative? Is human behavior free? The course will emphasize discussing the arguments offered to support various points of view, thus encouraging students to develop techniques of philosophic analysis. Fall. Stephen G. Thompson.

PH 105 (Group I)
Language, Logic, and Reasoning

Through a study of formal and informal logic, students are introduced to some of the procedures used in distinguishing valid from invalid arguments. Particular attention is paid to the analysis of informal arguments as they occur in everyday conversation as well as popular journalism. The logic of scientific reasoning is examined. Fall. Stephen G. Thompson.

PH 125 (Group I)
Learning and the Good Life: Perspectives upon the Purpose and Significance of Education

Designed to encourage and enable students to develop a thoughtful and informed view of the role that education can and should play in human life, the course examines several philosophical views in education. As students develop a reflective perspective upon the purpose of education, it is hoped that they gain a clearer sense of their own educational interests and

aspirations. Not offered in 1982-83. Stephen G. Thompson.

PH 211 (Group I)
Ethical Theory

Some of the puzzles involved in deciding difficult ethical questions and in evaluating differing ethical perspectives are introduced through examination of classical and contemporary ethical writings. Spring. Stephen G. Thompson.

PH 212 (Group I)
Faith, Belief, and Knowledge: An Introduction to the Philosophy of Religion

An examination of issues raised by critical analysis of religious belief and its function in human life. Discussion of such questions as: How does religious belief function in human life? Can religious assertions be validated? What is the relationship between faith and reason? Spring. Stephen G. Thompson.

PH 214 (Group I)
Social and Political Philosophy

An introduction to selected classical philosophical discussions of the nature of society and the requirements for political order. Analysis of individual thinkers such as Plato, Hobbes, Mill, and Marx will serve to introduce such issues as: What is the nature of political obligation? Does social cooperation require limitation upon individual freedom? What is social justice? Not offered in 1982-83. Stephen G. Thompson.

PH 311 (Group I)
Ethical Issues in Business Management

This course examines some of the ethical issues and dilemmas involved in making and executing business policy. Using primarily a case study approach, the course will consider questions such as: do ethical principles and economic principles sometimes conflict? If they do, what factors

need to be weighed in managing that conflict conscientiously and effectively? Fall. Stephen G. Thompson.

Physical Education

The elective program of physical education, athletics, and recreation at Pine Manor offers numerous seasonal experiences which fulfill four purposes: **1.** individual potential **2.** skill and mastery **3.** fitness **4.** socio-cultural values.

Formal courses in physical education which are completed satisfactorily earn credit towards the Associate in Arts or Bachelor of Arts degrees, but may not be used to meet various group requirements. Satisfactory completion of Varsity Tennis, Varsity Hockey, Varsity Lacrosse, or Varsity Basketball earns 1 credit; all other courses earn .5 credit per course. Formalized instruction is offered in the following activities.

Softball	Curling
Varsity Tennis	Rock Climbing
Varsity Field Hockey	Snowshoeing
Varsity Lacrosse	Skating
Varsity Basketball	Riding
Intramurals	Platform Tennis
Ski Conditioning	Golf
Cross-country	Trampoline
Skiing	Tennis
Volleyball	Motocross
Karate	Bicycling
	Canoeing

Internships are available for those students who wish to pursue interests outside the college community and on campus in athletic administration and coaching.

Directed studies can be elected, with the approval and supervision of the Director of Physical Education, in those activities which cannot be provided for in the formalized program, such as swimming, sailing, and riding. A new gymnasium (to be completed in November, 1982) serves many of our varsity and intramural activities.

Political Science

PS 101 (Group II) Introduction to Politics

Focusing upon the uses of power and influence in relation to ideas, the course considers values in relation to political processes, and introduces the student to the breadth of the field as well as methods of studying politics. Fall and spring. Gary K. Harris.

PS 111 (Group II) American Government

The machinery and operation of government in the United States, the principles underlying them, and the range of contemporary problems encountered are studied in detail. Fall. Dr. John Agnew.

PS 131 (Group II) International Relations

Relations among nations and international organizations are analyzed on three levels: the international community as a political system, the foreign policy perspectives of selected nations, and the role of individual decision makers. Examination of traditional national security concerns, such as national interest, balance of power, and the nature of war, as well as emerging issues of global interdependence. Spring. Gary K. Harris.

PS 141 (Group II) The American Legal System

Extensive reading of case law and legal essays, and at least one visit to a Massachusetts or federal court proceeding are included in this introduction to the institutions, procedures, and functions of the American legal system. Fall. Timothy J. Spillane.

PS 211 (Group II) American Foreign Policy

Various aspects of the present formation and conduct of American foreign relations are discussed, including the setting, historical roots, internal and external influences on its formation,

policy makers, instruments, and the particular nature of current problems. Prerequisite: PS 131, or permission. Spring. Gary K. Harris.

PS 221 (Group II) Comparative Politics: Europe

The institutions, practices, and politics in Great Britain, France, Germany, the Soviet Union, and the United States are seen from a comparative perspective. Includes investigation and evaluation of other political systems. Spring. Dr. John Agnew.

PS 222 (Group II) Comparative Politics: Asia

The political institutions of selected Asian nations are compared, with particular attention to China, Japan, and India. Political processes in these countries used to illustrate general principles of politics and political inquiry. Prerequisite: PS 101 or HI 145-146. Fall. Gary K. Harris.

PS 296 (Group II) Model UN Seminar

This course addresses major problems of international cooperation, economic and political, through in-depth research on issues being addressed by organs of the United Nations. The processes by which national governments formulate policies on major world issues and attempt to achieve their policy objectives through political interaction in UN forums, will be addressed. Prerequisite: PS 131 or PS 310. Not offered in 1982-83. Gary K. Harris.

PS 310 (Group II) International Organization

This course surveys public and private institutions operating across the boundaries of the territorial nation-state. Public international organizations, whose members are in most cases national governments, include the United Nations and its specialized agencies; regional economic and political organizations such as the European Community; and military

alliances such as NATO and the Warsaw Pact. Nongovernmental institutions possessing a major transnational component, such as multinational business enterprises and worldwide political movements, will also be studied. The individual research component of this course may be fulfilled by preparation for, and participation in, the National Model United Nations in New York City in April, 1983. Prerequisite: PS 131 or PS 211. Fall. Gary K. Harris.

Psychology

PY 101 (Group III, formerly II) **Introduction to Psychology**

The focus of this course is upon the scientific study of human behavior. Selected topics include: the science of psychology, the behaving organism, growth and development, motivation and emotion, perception, learning and thinking, individuality and personality, conflict, adjustment, and mental health, and social behavior. Fall and spring. Margery Seder.

PY 110 (Group III, formerly II) **Lifespan Development**

This course is an introductory level interdisciplinary survey of human development. It presents the lifespan, from conception through old age, as a continuum, focusing on both the biological and psychological aspects of individual development, including sociological and cultural influences where appropriate. This course is a core course for the Developmental Psychology B.A. Fall. Dr. Elizabeth B. Gardner and Dr. Nancy P. White.

PY 115 (Group III, formerly II)

Psychology of Women

From the moment of birth and throughout one's life, experiences are affected by gender. This course will focus on the biological, psychological and social development of women, in particular. It will examine the effects of female physiological development, sex differences, sex-role development and stereotyping, and how being a woman influences personality and other aspects of development throughout the life cycle. Spring. Dr. Nancy P. White.

PY 211 (Group III, formerly II)

Personality Theory

The focus of this course is on the psychological study of personality. After considering the nature of personality theory, the course will consider specific and representative theorists including Freud, Jung, Adler, Fromm, Horney, Sullivan, Allport, Skinner, and Rogers. Case studies (mostly written by the theorists themselves) will supplement theoretical considerations. Prerequisite: PY 101. Fall. Dr. Nancy P. White. (Not offered in 1983-84.)

PY 216 (Group III, formerly II)

Child Development

This course will examine research and theories concerning the physical, intellectual, social and personality development of the child. A sample of topics to be covered are: infant-sensory development, attachment, aggression, language development, intellectual development, the child in the family. Prerequisites: PY 101 or PY 110. Spring. Dr. Nancy P. White.

PY 217 (Group III, formerly II)

Childhood Disabilities

An investigation of emotional, intellectual, and physiological disorders of childhood: their causes, descriptions, and treatment. Among topics covered are neuroses and psychoses, mental retardation, learning disabilities, child abuse, and hearing and sight problems. Prerequisite: PY 101 or PY 110. Not offered 1982-83. Dr. Nancy P. White.

PY 221

Counseling and Interviewing

This course will place dual emphasis on understanding the theoretical bases of counseling and on learning skills involved in the helping relationship. Selected readings in counseling theory and interviewing techniques will be discussed. The skill building process will involve students in conducting and taping interviews for critical analysis in class. Prerequisite: PY 101. Not offered 1982-83. Margery Seder.

PY 224

Group Dynamics

This course will look both theoretically and practically at behavior in primary and secondary groups. Students will learn skills necessary to analyze group processes and to improve group effectiveness. The following topics will be explored: leadership, communication processes, group development, decision-making, conflict and group maintenance. Prerequisite: PY 101. Spring. Margery Seder. (Not offered 1983-84.)

PY 228

Tests and Measurement

This course will examine the principles of test construction, ethical issues in testing and a variety of specific tests. Among them will be tests of intelligence, personality, aptitude and occupational skills. Students will become familiar with the administration and scoring of examples of commonly used assessment devices. Prerequisites: PY 101 and MA 100. Not offered 1982-83. Dr. Nancy White.

PY 231 (Group III, formerly II)

Abnormal Psychology

What is "normal" and "abnormal" behavior? Theories and case studies are applied to an examination of psychoses, neuroses, personality disorders, and problems of adjustment, concluding with a consideration of techniques for promoting mental and emotional health. Prerequisite: PY 101. Spring. Margery Seder.

PY 245

Organizational Psychology

This course will introduce the student to the study of human behavior in organizations. Among the topics covered will be: theories of learning and motivation, interpersonal relationships, group process and interactional analysis, group cohesiveness and effectiveness, leadership and authority, intergroup behavior and organizational change. Prerequisite: PY 101. Fall. Faculty of the Division.

PY 264 (Group III, formerly II)

The Psychology of Adolescence

This course will explore the impact of physical, cognitive, and emotional growth, of life experiences and stresses, and of the social and cultural environments on the adolescent's developing personality. Deviant behavior patterns will be examined. Prerequisite: PY 101 or PY 110. Fall. Margery Seder.

PY 302 (Group III, formerly II)

Experimental Psychology

This course will examine the ways in which behavioral scientists study human behavior. Topics include the principles of scientific investigation, the purpose of the scientific method, hypothesis formulation and testing, operational definitions of variables, experimental design, the relation of design to statistical analysis, and ethical issues in research. Laboratory. Prerequisite: MA 120. Not offered in 1982-83. Dr. Nancy P. White.

PY 303 (Group III, formerly II)

Biological Psychology I

The first part of this two course sequence will examine aspects of the biological basis of behavior. The course will begin with an examination of neurophysiology and neuroanatomy. Subsequent material will come from the physiology of sensory and motor processes, arousal, sleep and attention, and psychopharmacology. The material will be complemented by appropriate laboratory exercises. Prerequisites: BI 101 Biology of the Cell, PY 101 Introduction to Psychology. Offered each fall in alternating years beginning in 1982-83. Fall. Dr. Elizabeth Gardner.

PY 304 (Group III, formerly II)

Biological Psychology II

This course, a continuation of PY 303, deals with further aspects of the biological basis of behavior. The course will deal with the physiology of emotion and learning. Topics such as hunger, thirst, reproductive behavior, aggression, fear, learning, memory and complex mental processes will be studied. If time permits, brain damage and changes in mood and activity will be included. The material will be complemented by appropriate laboratory exercises. Prerequisites: BI 101 Biology of the Cell, PY 101 Introduction to Psychology. Offered each spring in alternating years beginning 1982-83. Spring. Dr. Elizabeth Gardner.



PY 305 (Group III, formerly II)

The Child and Society

How does the child grow up as a member of her society? She is taught, directly and indirectly, appropriate attitudes, values, feelings, and behaviors by her family, her community, and the wider culture. This course explores how the process of socialization occurs, with specific attention to the effects of styles of child rearing, family, schooling, television, social class, and the peer group. Prerequisite: PY 101 or PY 110. Spring. Dr. Nancy P. White. (Not offered in 1983-84.)

PY 306 (Group III, formerly II)

Social Psychology

The scientific study of how a person's behavior is changed by interaction with others. Topics: interpersonal attraction, conformity, prejudice, attitude changing behavior in groups, and leadership. Prerequisite: PY 101. Fall. Dr. Nancy P. White (Not offered in 1983-84.)

PY 307 (Group III, formerly II)

Children's Language and Thinking

This course analyzes the major aspects of language and thinking as they relate to the child from birth to adolescence. Current concepts about language acquisition are examined as well as theories and research on intellectual development. Emphasis is placed on the practical application of theory through observation and research with children. Prerequisite: PY 110, PY 101, or permission of the instructor. Not offered in 1982-83. Dr. Nancy P. White.

PY 364 (Group III, formerly II)

Adulthood and Aging

This course will explore the impact of psychological, social, and physiological changes on the ongoing development of the adult personality. Theories of adult socialization and aging will be examined as they apply to contemporary society. Prerequisite: PY 101 or PY 110. Spring. Margery Seder.

PY 490 (Group III, formerly II)

Senior Seminar

Spring.

PY 495

Senior Internship.

Fall.

Religion

RE 101 (Group I)

Introduction to the Bible

The Bible reflects the historical as well as theological development of the Israelites and the early Christians. A critical investigation of both the Old and New Testaments explores the significance of the Bible for the Western religious tradition and the development of Western culture. Spring. Stephen G. Thompson.

RE 206 (Group I)

Perspectives on Human Destiny

Alternative views of human destiny are examined in the life and writings of representative thinkers, both religious and secular, such as Confucius, Augustine, Kierkegaard, Freud, Marx, and Chardin. Not offered in 1982-83. Stephen G. Thompson.

Sociology

SO 101 (Group II)

Introduction to Sociology

An introduction to the basic concepts of sociology is used as a tool to enable the student to analyze her society and some of its problems. Some of the concepts explored are culture and society, socialization pressures, major educational, economic, political institutions, and social stratification and social mobility. Personal and public uses of sociology are also explored. Spring. Dr. Joan D. Laxon.

SO 201 (Group II)

Social Problems

This course focuses on the processes and consequences of societal reaction to conditions considered to be social problems. Topics include welfare and poverty, drug use and abuse, sexual variation, crime, mental illness, urban and environmental problems, racism, sexism, and agism. Fall and spring. Lanny Kutakoff.

SO 232 (Group II)

Investigating Contemporary Issues in Sociology

This course will acquaint students with research techniques and methods particular to the discipline of sociology and allow them to develop expertise in implementing them. The focus will be on a social issue topical and suitable to sociological inquiry. The particular issue under investigation will not be constant, but will depend upon and reflect the actual social climate of the time: e.g. "Examining the Rise of Cults in America," "Does the Criminal Justice System Need Revision?", "Discrimination as an Institutional Device," "Media Influence on Gender Role Identity and Inequality."

Classes will examine how the following relate to investigating the social issue under scrutiny: principles of social research (paradigms, problem selection, stages of research), survey research methods (questionnaires, interviews), nonsurvey data collection techniques (participant and nonparticipant observation, content analysis, ethnomethodology, etc.), and data analysis, interpretation, and application. Prerequisite: Any sociology course. Spring. Lanny Kutakoff.

SO 252 (Group II)

Crime and Delinquency

An overview of perspectives of criminality and delinquency with a concentration on the theories of causation, the origins of and the differences between the adult criminal and juvenile justice systems, creation, implementation and enforcement of criminal laws, and controversial issues relating to both adult and juvenile offenders. Spring. Lanny Kutakoff.

SO 310 (Group II)

The Family in Society

The primary socializing unit for all societies is the family. The structure of the family reflects the needs of the larger society and, therefore, changes over time and across cul-

tures. This course will examine the family from the perspective of its individual members and the family unit as a whole. The focus of the course will be on contemporary family structures in America; however, cross-cultural studies will be used. Prerequisite: AN 101, PY 110, or SO 101. Fall. Dr. Joan D. Laxson.

SO 316 (Group II)

Sociology of Unconventional Lifestyles

Because the U.S. is heterogeneous and culturally diverse, many segments of the society subscribe to norms, customs, attitudes, and values that differ either to some degree or significantly from the mainstream. This course will examine in-depth the lifestyles and perspectives of such variant groups. It will explore the differences between those who lead unconventional lives because society excludes them from participating in the mainstream and those who, by their own choice, isolate themselves from the mainstream. Examples of groups to be studied are: The Old Order Amish, Gypsies, The Shakers, Hasidim, Spiritual and Religious Cults (e.g. Hare Krishna, Scientology, The Unification Church, Jonestown), vagrants, skid row alcoholics, political subversives, etc. Prerequisite: SO 101 or SO 201. Fall. Lanny Kutakoff.

SO 320 (Group II)

Medical Sociology

Medicine is a socially defined phenomenon. This course will examine how illness is defined in a particular society, and will consider structure and change in health practices, practitioners, and health institutions. Health, illness, and their management will be treated as problems in the understanding of society. Alternate fall semesters with SO 330. Fall. Dr. Joan D. Laxson.

SO 330 (Group II)

Power and Privilege: A Comparative Study of Social Stratification

Today, with the advent of worldwide industrial production, widespread international trade, and rapid global communication, a modern world view and an understanding of the nature of human society becomes increasingly important. The development of rank and stratification in human society is traced through an evolutionary sequence of society beginning with prehistory and ending with an analysis of the United States' place among contemporary societies. We will draw on the anthropological materials of primatology, paleontology, archaeology, the prehistoric record, and comparative ethnology; and a variety of theoretical perspectives in anthropology and sociology will be used. Prerequisite: AN 101 or AN 210 or SO 101. Alternate fall semesters with SO 320. Not offered in 1982-83. Dr. Joan D. Laxson.

SO 340 (Group II)

Work and Society

This course will examine the impact of work and occupational identity on people's lives and the effect that the nature of work has upon other institutions, such as the family, in our society. The course will include a study of pre-capitalist and capitalist labor and changes in social organization which accompany changes in the modes of production. Prerequisite: An introductory course in the social sciences. Alternate fall semesters with AN 201. Roberta R. Gianfortoni.

Visual Arts

Students must provide their own art materials. The College reserves the right to retain student work for exhibition and its permanent collection.

Students should note that each 4-credit visual arts course requires at least 12 hours of studio work weekly, including scheduled class time.

VA 100 (Group IV)

Introduction to the Visual Arts

This course is the prerequisite for all other visual arts courses. It will introduce the student to the visual arts professions and the basic considerations that influence the use of visual elements. The visual material used will be mainly from the professional arts such as advertising, packaging, fashion design, interior, planning and architecture. The goals will be:

- 1) to expand the student's visual vocabulary, and
- 2) to demonstrate how that vocabulary might be used, and
- 3) to begin to develop rudimentary skills necessary for success in the visual arts.

Fall and spring. Warren H. Maxfield and Iso Papo.

VA 105 (Group IV)

Watercolor

This course is an introduction to the material and subject possibilities of transparent watercolor. Composition, techniques, tools, and materials will be emphasized. Two 2-hour classes weekly. Not offered in 1982-83.

VA 123 (Group IV)

Printing in Color I

This course explores the most direct and flexible methods of making color prints. The techniques used will include monoprints, collographs, "a la poupee," and other methods of making color prints with the use of a single plate. The relief plate, which is a natural extension of these processes, will also be studied. Prerequisite: VA 100

or permission of the instructor. Summer sessions only. Martha Cain.

VA 141 (Group IV)
Basic Photography

The study of photographic visualization and communication is examined through experimentation with camera control and darkroom techniques. Opportunities for individual investigation and expression are emphasized. Student must have a 35mm or 2¼" x 2¼" camera. Two 2-hour classes weekly; laboratory appointments by arrangement. There is a special fee for darkroom use. See Fees and Expenses. Fall and spring. Susan G. Butler.

VA 211 (Group IV)
Drawing I, Instrument

This course will demonstrate how to solve problems graphically and how to use drawing instruments commonly used in interior design, architecture, graphics, packaging and advertising. It will be limited to "rational" drawing. A strong emphasis will be placed on understanding how spatial relationships can be understood and communicated through graphic means such as orthographic projection, isometric drawing, perspective drawing, layouts and paste-ups. Prerequisite: VA 100. Fall. Warren H. Maxfield.

VA 212 (Group IV)
Drawing II, Freehand

Freehand drawing based on learning to see with emphasis on figure drawing, anatomy, structure and space. The student should become familiar and fluent in observation of structure in nature and be able to translate and convey visual ideas through drawings. Various media and techniques of expression will be examined. Prerequisite: VA 100. Fall and spring. Iso Papo.

VA 213 (Group IV)
Drawing III, Imaginative

The emphasis in this course will be on developing one's ability to draw from imagination and the synthesis of ideas and the problems of pictorial composition. Problems of illustrations and style will be explored. As a continuation of the previous two drawing courses, the student should be able to make aesthetic judgments of composition, work from imagination and find appropriate style for particular works. Prerequisite: VA 100. Fall and spring. Martha Cain.

VA 221 (Group IV)
Design I, Basic Black and White

This course will be devoted almost exclusively to work in black and white. The focus will be on basic pictorial problems such as balance, movement, pattern illusion, and their interaction in graphic compositions. Prerequisite: VA 100. Fall and spring. Iso Papo.

VA 222 (Group IV)
Design II, Color

The course will consist of an intensive exploration of color. Starting with the color wheel and analysis of various color theories (from Munsell to Itten and Albers) the course will move through a series of experiments to sharpen perception and increase color sensitivity, and will arrive at exercises in the interaction of color. Various textural combinations, color harmonies and both subjective and objective qualities with historical background will be explored. Through the investigation of color and its application the student will develop an independent and personal approach to the use of color and design in connection with different materials and media. The student will be encouraged to work imaginatively and creatively. Prerequisite: VA 100. Fall. Iso Papo.

VA 223 (Group IV)
Design III, Three-Dimensional

An introductory course exploring how the elements of design, line form, color and texture are used in the design of three-dimensional objects and how the use of these design elements may be influenced by structural, material or other practical considerations. The student's understanding of how and why decisions are made in any three-dimensional work will be developed as well as the skills that are basic to model making in architecture and in packaging. Prerequisite: VA 100. Fall. Warren H. Maxfield.

VA 242 (Group IV)
Intermediate Photography

Photographic skills and expression are independently examined. Two 2-hour classes weekly; laboratory appointments to be arranged. There is a special fee for darkroom use. See Fees and Expenses. Prerequisite: VA 141 or permission of instructor. Spring. Susan G. Butler.

VA 301 (Group IV)
Painting

This course is an introduction to painting in oils, exploring basic concepts in form and color, using still lifes, landscapes, figurative and nonfigurative problems. Prerequisite: VA 222 or by permission of the instructor. Two 2-hour classes weekly. Spring. Iso Papo.

VA 320 (Group IV)
Graphics I

This is a course in the concepts and processes used in the publication arts: advertising, illustration and packaging. Emphasis is placed on developing the skills and knowledge necessary in entry level jobs in the graphic arts profession, including type and typography, layout, paste-up, platemaking and printing, and development and application of symbols. Prerequisites: VA 211 and VA 221. Spring. Visiting Lecturers.

VA 321 (Group IV)

Printmaking, Intaglio

An introductory course in etching where students become acquainted with the history of intaglio printmaking, develop skills and learn techniques of intaglio printmaking, including dry-point, softground, hardground, aquatint and monoprints. Prerequisite: VA 100. Fall and spring. Martha Cain.

VA 322 (Group IV)

Printmaking, Silkscreen

The advantage of silkscreen serigraphy printing lies in its capacity for printing bold designs and colors and its being relatively inexpensive. This course is structured to teach the basic techniques of serigraphy, including stretching the screen, paper stencils, glue and tusche block out stencil and photo stencils. Emphasis will be on design and use of color. Some acquaintance with the history of serigraphy and the care and presentation of prints are also part of the course. Prerequisite: VA 100. Spring. Martha Cain.

VA 331 (Group IV)

Sculpture

A study of spatial and formal organization as it relates to representational and nonrepresentational sculpture with particular emphasis on figure modeling. This course includes basic sculptural materials and methods such as modeling, mold-making, casting, and carving. Two 2-hour classes weekly. Prerequisite: VA 223. Fall and spring. Warren H. Maxfield.

VA 350 (Group IV)

Interior Design

This is a course in the processes, concepts and skills necessary for entry level jobs in the interior design profession. It will include interior planning, including circulation, furniture and furnishings, and equipment; model making and presentation drawings; surface treatment and color. Prerequisites: VA 211 and VA 223. Spring. Visiting Lecturers.



Directory

Trustees

Mr. Oscar Acer, Jr.
Williamsville, New York

Wallis Annenberg, '59
Beverly Hills, California

Edward L. Anthony II
Wellesley Hills, Massachusetts

Elizabeth Neuhaus Armstrong, '75
(Mrs. Charles Dudley Armstrong)
Falmouth, Massachusetts

Rosemary G. Ashby
(Mrs. John Ashby)
Chestnut Hill, Massachusetts

Peter B. Benedict
Vero Beach, Florida

David P. Boyd, M.D.
Wellesley Hills, Massachusetts

Virginia Ballard Cherry, '39
(Mrs. Walter L. Cherry)
Winnetka, Illinois

Raymond Chorney
Denver, Colorado

Joan Gibson Craton, '53
(Mrs. Roger P. Craton)
Greenwich, Connecticut

Richard E. Deutsch
Greenwich, Connecticut

Katheryn Dole Elmer
(Mrs. Peter W. Elmer)
Westwood, Massachusetts

Natalie MacDonald Ferry, '37
(Mrs. James H. Ferry, Jr.)
Glencoe, Illinois

Richard A. Freling
Dallas, Texas

Milton G. Green
Chestnut Hill, Massachusetts

Serena Merck Hatch
(Mrs. Francis W. Hatch, Jr.)
Beverly Farms, Massachusetts

Nancy Feick Kendall, '49
(Mrs. John P. Kendall)
Marion, Massachusetts

Barbara Gray Koch, '50
(Mrs. David A. Koch)
Wayzata, Minnesota

Robert D. Larsen
Chairman
New York, New York

Anne Lenox
Monroe, New Hampshire

Stanley M. Lewis
Weston, Massachusetts

John E. Miller
Winnetka, Illinois

Marvin Minsky, Ph.D.
Brookline, Massachusetts

Roscoe Moss, Jr.
Flintridge, California

Sebert L. Pate
Fort Worth, Texas

Leslie C. Quick, Jr.
Laurel Hollow, New York

Paul Rahmeier, Ph.D.
Winchester, Massachusetts

Frank H. Reichel, Jr.
Villanova, Pennsylvania

J. Deane Somerville
Wellesley Hills, Massachusetts

Stephen L. Spencer
Duluth, Minnesota

Linda Sadlier Van Lokeren, '58
(Mrs. Michael Van Lokeren)
Grosse Pointe, Michigan

Deborah E. Wiley, '66
New York, New York

Constance Hess Williams, '64
(Mrs. Sankey V. Williams)
Haverford, Pennsylvania

Alumnae Association

The Pine Manor Alumnae Association, with a membership of 7,800, is a source of strength and support to the College. Members serve as class secretaries, Alumnae Fund class agents and associate agents, chairmen of areas, and admissions representatives. The Board of the Alumnae Association provides an important link between Pine Manor and the alumnae.

Alumnae Association Executive Board 1982-1983

President

Katheryn Dole Elmer '73
Westwood, Massachusetts

First Vice President

Helene Sommer Wright '60
Riverside, Connecticut

Vice Presidents

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Arlington Heights, Massachusetts

Victoria Pauly McMurtrie '75
Boston, Massachusetts

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Newport Beach, California

Marcia Morgan Tingey '68
Winnetka, Illinois

Immediate Past President

Nancy Scribner Clarke '66
Winnetka, Illinois

Alumnae Trustees

Elizabeth Neuhaus Armstrong '75
Brewster, Massachusetts

Joan Gibson Craton '53
Greenwich, Connecticut

Linda Sadlier Van Lokeren '58
Grosse Pointe, Michigan

Faculty

Siddiq M. Abdullah (1982)
Economics and International Trade
Systems

M.A., The Panjab University
M.A., Political Economy, Boston University
M.A., Economics, Boston University
Ph.D. Candidate, Boston University

John Philip Agnew (1954)
History and Political Science
A.B., M.A., Ph.D., University of Illinois

Beverly G. Alexander (1948)
English
A.B., Radcliffe College
M.A., Columbia University

*Nannette Andrews Amish (1982)
Business Management
B.S., Michigan State University
M.B.A., University of Michigan

*Rosemary Ashby
French
President of Pine Manor College
B.A., University of Cape Town
B.A., M.A., University of Cambridge
M.Litt., University of Cambridge

Mahala Tillinghast Beams (1970)
Music
A.A., Pine Manor College
B.A., George Washington University
M.A., Boston University
M.F.A., New York University

*Richard B. Beams (1978)
English
B.A., M.A.L.S., Dartmouth College

*Jack D. L. Balance (1982)
Stagecraft and Theatre
Diploma, Banff Center for the Arts
M.F.A. Candidate, Brandeis University

*John Burbidge
Art History (AITA)
Fashion Designer & Vice President
Priscilla of Boston;
Honorary Curator of Costumes
Essex Institute of Salem

*Susan G. Butler (1970)
Photography
B.A., Radcliffe College
Radcliffe Institute Scholar 1971-72

Frederick C. Cabot (1973)
English
B.A., Harvard College
Ph.D., Harvard University

*Martha Cain (1978)
Printmaking
B.A., University of New Hampshire
M.A., M.F.A., University of Iowa

Burnham Carter, Jr. (1971)
Chair, Division of Humanities
English
A.B., Princeton University
M.A., Colgate University
Ph.D., Stanford University

Mary E. Christie (1978)
English as a Second Language
B.S., Saint John's University
M.S., University of Wisconsin
M.A., Columbia University

*Caro Dellenbaugh (1979)
Director, Child Study Center
Early Childhood Education
B.A., Wellesley College
M.S., Bank Street College of Education

Linda Demmers (1980)
Head Librarian
A.B., Vassar College
M.L.S., Simmons College

Linda M. Esler (1979)
Reference Librarian
B.A., Rider College
M.S., Simmons College

*Arthur W. Gagne (1976)
Management
S.B., University of Connecticut
M.B.A., George Washington University

Elizabeth Ballantine Gardner (1967)
Biology
B.A., Vassar College
M.Sc., Ph.D., Brown University

Mary Gegerias (1949)
Director, Consortium of Colleges Abroad
French
A.B., Radcliffe College
Certificat de L'Institut de Phonetique,
Université de Paris
M.A., Middlebury College
Graduate School in Paris
Ph.D., Columbia University

*Roberta Ruth Gianfortoni (1975)
Assistant Academic Dean for
Internships and Continuing Education
Anthropology and Sociology
B.A., State University of New York
M.A., University of Wisconsin

Elizabeth M. Gilbert (1981)
Art History (AITA)

*Betty Ann Giles (1981)
Physical Education
B.S., Indiana University
M.A., Columbia University

*Eli Goldman (1977)
Psychology
B.S., University of Pittsburgh
Ph.D., Boston University

*Edrea Grabler (1980)
English as a Second Language
International Language Institute
B.A., State University of New York
M.A., Boston University

*Amy Grossman (1981)
Business Management
B.F.A., Pratt Institute
M.A., Hofstra University

*Richard Hanelin (1981)
Education
B.A., Bard College
M.S.W., University of Chicago

Gary Kim Harris (1974)
Political Science
B.A., American University
M.A., Fletcher School of Law and
Diplomacy
Ph. D., Fletcher School of Law and
Diplomacy

*Part-time faculty

- Rodman Robinson Henry (1955)
Art History
B.S., American International College
A.M., Ph.D., Boston University
- David Hicks (1964)
Chair, Division of Fine and Performing Arts
Music
B.M., M.M. in Piano, New England
Conservatory of Music
- *Nancy G. Hollomon (1980)
Art History (AITA)
B.A., SUNY (Albany)
M.A., Northwestern University
- *Peggy Kaufman (1976)
Early Childhood Education
B.A., University of Pittsburgh
M.S., Bank Street College of
Education
- Vera Kreilkamp (1971)
English
B.A., Wellesley College
M.A., Harvard University
- *Robert O. Krueger (1976)
Accounting
B.A., M.A., University of Missouri
Ph.D., University of Texas
- Lanny S. Kutakoff (1980)
Sociology
A.B., M.S., Boston University
- *Elizabeth Lahikainen (1981)
Art History (Open College/AITA)
B.S., Syracuse University
- Joan D. Laxson (1977)
Chair, Division of Social Sciences
Anthropology and Sociology
B.A., University of Colorado
M.A., Ph.D., University of California,
Berkeley
M.P.H., Harvard School of Public
Health
- *Ruth B. Levin (1981)
Dance
B.A., Adelphi University
- Patricia MacVaugh (1976)
Director of Communication Skills
English
A.B., M.A., Bucknell University
- *Sarah Martin (1975)
Chemistry
B.A., Skidmore College
Ph.D., University of Rochester
- Warren Hatch Maxfield (1971)
Sculpture and Design
B.F.A., M.S., Rhode Island School
of Design
- *Mary McDonald (1979)
Voice
B.S., Skidmore College
M.M., Boston University
- Franca Merlonghi (1965)
Italian and Spanish
A.B., A.M., Boston University
Certificato di Cultura Italiana,
University of Florence, Italy
- John J. Munley (1978)
American Studies
B.A., University of Scranton
M.A., Boston College
Ph.D. Candidate, Boston College
- *Marian Novick (1979)
English
B.A., M.F.A., Cornell University
M.Ed., Boston University
- Michele M. O'Gara (1972)
Chair, Department of Behavioral
and Natural Sciences
Biology
B.A., Newton College of the Sacred
Heart
M.S., University of Massachusetts,
Amherst
- Robert J. Owczarek (1980)
Drama
A.B., Wayne State University
M.A., Tufts University
- Iso Papo (1968)
Art
Diploma, Brera School of Fine Arts
(Milan, Italy)
- Gail Parks (1977)
Director of Physical Education
A.A., Centenary College
B.S., Springfield College
M.Ed., Boston University
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B.A., University of Michigan
M.B.A., Northwestern University
- Sally H. Pym (1978)
Director of English as a Second
Language
Director, International Language
Institute
English as a Second Language
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M.A.T., School for International
Training
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ESL and Spanish
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M.A., New York University
- *Adrienne Saint-Pierre
Art History (AITA)
B.F.A., Miami University (Ohio)
B. Philosophy, Miami University (Ohio)
- Margery Seder (1977)
Psychology
A.B., Ed.M., Boston University
Ph.D. Candidate, Boston University
- *Paola M. Setti (1982)
Spanish, Italian, English
B.A., Scuola Superiore per
Interpreti e Traduttori (Milan, Italy)
M.A., University of Modern Languages
(Milan, Italy)
- *Roslyn L. Spector (1980)
French
B.A., Russell Sage College
M.A., Middlebury College
- *Timothy J. Spillane (1982)
American Legal Systems,
Law and Practice
B.A., Northeastern University
J.D., Suffolk University Law School
- Audrey I. Stein (1980)
Mathematics
B.A., Barnard College
M.A., Columbia University
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Philosophy
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B.D., Yale University

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History
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M.Litt., University of Cambridge

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Hospital School of Nursing

American Institute of Textile Arts

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Consulting Director

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Assistant to the Directors

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M.E.D. Northeastern University

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Services

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Director, 1982-83, Teacher
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Peggy Kaufman
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M.A., University of Wisconsin

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M.A., Atlanta University
M.A., North Carolina Central University
Ph.D. Candidate, University of Georgia

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M.L.S., Simmons College

Linda Esler
Reference Librarian
B.A., Rider College
M.L.S., Simmons College

Betty B. Joslow
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Linda Sivey-McDonald
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A.B., Tufts University

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Office of Admissions

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Ed.M., Harvard University

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Christina McClung
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B.A., Hobart and William
Smith Colleges

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Director of International
Language Institute Admissions

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M.Ed., University of Massachusetts

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Barbara Waldstein
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B.A., Brandeis University

Virginia Ware
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B.A., Pine Manor College

Joan Wilson
Manager of Admissions
Office Systems
A.A., Pine Manor College

Mary Alessandrini
Secretary

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B.A., Emmanuel College
M.A., Assumption College

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B.S., Boston College
M.Ed., Boston State College

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B.A., Montclair State College

Minority Student Advisor

Viola Morris
B.A., Hampton Institute
M.A., Michigan State University

Health Services

Jens F. Touborg, M.D.
Internist, Medical Director

A.B., Amherst College
M.D., Boston University

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Village Coordinator
B.S., Salem State College

Mary Detweiler
Resident Counselor/International
House Programmer
B.A., Middlebury College
M.A., Boston College

Linda McDonald
Resident Counselor
B.A. Candidate, Boston College

Tina Stronach
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Village Coordinator
B.S., Providence College

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Genevieve A. Murphy
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Pearl Druss
Bookkeeper
B.A., University of Massachusetts
Amherst

Jean T. Kirk
Accounts Payable

Special Events and Conferences

R. Whitney Dean
Director
B.A., M.A., University of Connecticut

Campus Security

Joseph W. Gulley
Head of Security

Robert F. May
Security Consultant

Campus Store

Sonny Bidasee
Purchasing Agent and Manager

Central Services

Julie H. Christie
Central Office Supervisor

Food Service

Kenneth Mason
Director

Bob Rice
Manager

Mike McCarthy
Assistant Manager

Household

Mabel Hogan
Household Director

Physical Plant

John Blair
Superintendent of Grounds

Dwight Fenderson
Superintendent of Maintenance

Jessie Singleton
Director of Custodial Services

Office of Development

Beth B. Steffian
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A.A., Pine Manor College
B.A., Connecticut College

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B.A., University of Lowell

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Secretary to the Director
B.A., Simmons College

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Relations/Annual Giving**

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Josephine Galasti
Records Coordinator

Robin M. Smith
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Deborah Keller
Secretary to the Director
A.S., Massachusetts Bay Community
College

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M.F.A., Columbia University

Lynn Ann Bregoli
Assistant Director
B.S., Emerson College

Pine Manor College is an Equal Opportunity Employer and does not discriminate in employment practices on the basis of race, color, national or ethnic origin, age, sex, or marital status. It is the College's policy not to distinguish on the basis of sex in its educational programs, activities, or employment policies, as required by Title IX of the Education Amendments of 1972. The College is authorized under Federal law to enroll nonimmigrant alien students.

**Alumnae Admissions
Representatives**

For further information about Pine Manor, please feel free to contact the Alumnae Admissions Representative in your area.

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Elmhurst 60126
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Eve D. Jones, '74
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Varina Mason Steuert, '70
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(Mrs. Steven P. Lund)
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Eden 14057
(May-October)
80 Cleveland Avenue
Buffalo 14222
(November-April)

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(Mrs. Brandon Reid)
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Purchase 10577
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Directory of buildings

The **College Hall**, a modern brick structure opened in 1968, contains seven classrooms, two language laboratories, two large lecture halls, and 18 faculty offices.

The **Library**, a converted 19th century coach house, provides resources that are an integral part of the learning process at Pine Manor. Special areas are set aside for typing and music listening, as well as use of computer terminal, microfilm, reader printer, and photocopier. Special features include the Connelly special collections room which houses a collection of first editions by noted American women authors, and the Hess Gallery, in which the Division of Fine and Performing Arts sponsors exhibitions by local artists. The Library welcomes neighboring students and friends to use its facilities for reference purposes.

The **Abercrombie Fine Arts Wing**, carefully designed to echo with a modern voice the Romanesque lines of the Coach House, consists of large separate but interconnected studios for design, painting and drawing, sculpture, printmaking, and photography (both color and black-and-white).

The **Dane Science Building** includes two biology and physiology laboratories, a chemistry laboratory, a greenhouse, and three general classrooms. Also included are the Ernest Blaney Dane, Jr., Microbiology Laboratory and Physics Classroom and Laboratory, renovated and equipped through the generosity of Mrs. Ernest Blaney Dane, Jr.

The large **Refectory** houses the dining hall, Friends Room (Pub), kitchen, Campus Store, and student mailboxes. Constructed of brick, its main hall is noteworthy for its two immense fireplaces; it may be divided into small dining areas as needed.

Student residences — East, West, and South Villages are of modern brick construction. The Villages surround attractive courtyards shaded by trees.

The **French House**, Le Manoir Madeleine, was remodelled from turn-of-the-century row houses. Students living here immerse themselves in the culture of France and speak French daily.

The **Health Center**, completed in 1969, includes a waiting room, treatment room, two doctors' offices, a kitchenette, large in-patient lounge, and patient bedrooms. It operates

under the direction of an internist and has 24-hour coverage by a physician and/or nurse practitioner. There is also a psychiatric consultant. Specialists in all fields, most of them associated with Harvard Medical School, are available for consultation. The medical staff of the Infirmary has close affiliation with Beth Israel Hospital.

The **Barn**, an original campus building, houses maintenance, grounds, household and security offices and their related supplies and equipment.

Ellsworth Hall, a unique hexagonal structure completed in 1969, contains a lecture hall/auditorium seating 500, a rehearsal hall seating 80, music studios, practice and listening rooms, faculty offices, and a gallery for exhibits. Student productions and performances by outside artists are held here. Ellsworth Hall is also the site of the New England Center for Italian Studies. The Center sponsors scholarly and cultural activities, as well as summer institutes and other formal educational programs.

The **Ferry Administration Building** serves as headquarters for administrative offices. This handsome building, also known as the Main House, completed in 1891, was the residence

for the William E. Cox family. In its Richardsonian architecture and fine construction, this building is one of the most attractive structures on the campus. Here visitors will find the Admissions Office, the Academic Dean, the President, the business offices, and other staff offices, as well as the American Institute of Textile Arts.

Other reactional areas, including playing fields and six tennis courts, are designed to offer a variety of athletics. New facilities include two platform tennis courts, one given to the College by alumna and trustee Elizabeth Irwin Kellogg '35 and her husband James. A gymnasium is being constructed and should be completed

by November, 1982. This facility will provide basketball, tennis, volleyball, and badminton courts, as well as shower rooms and office space.

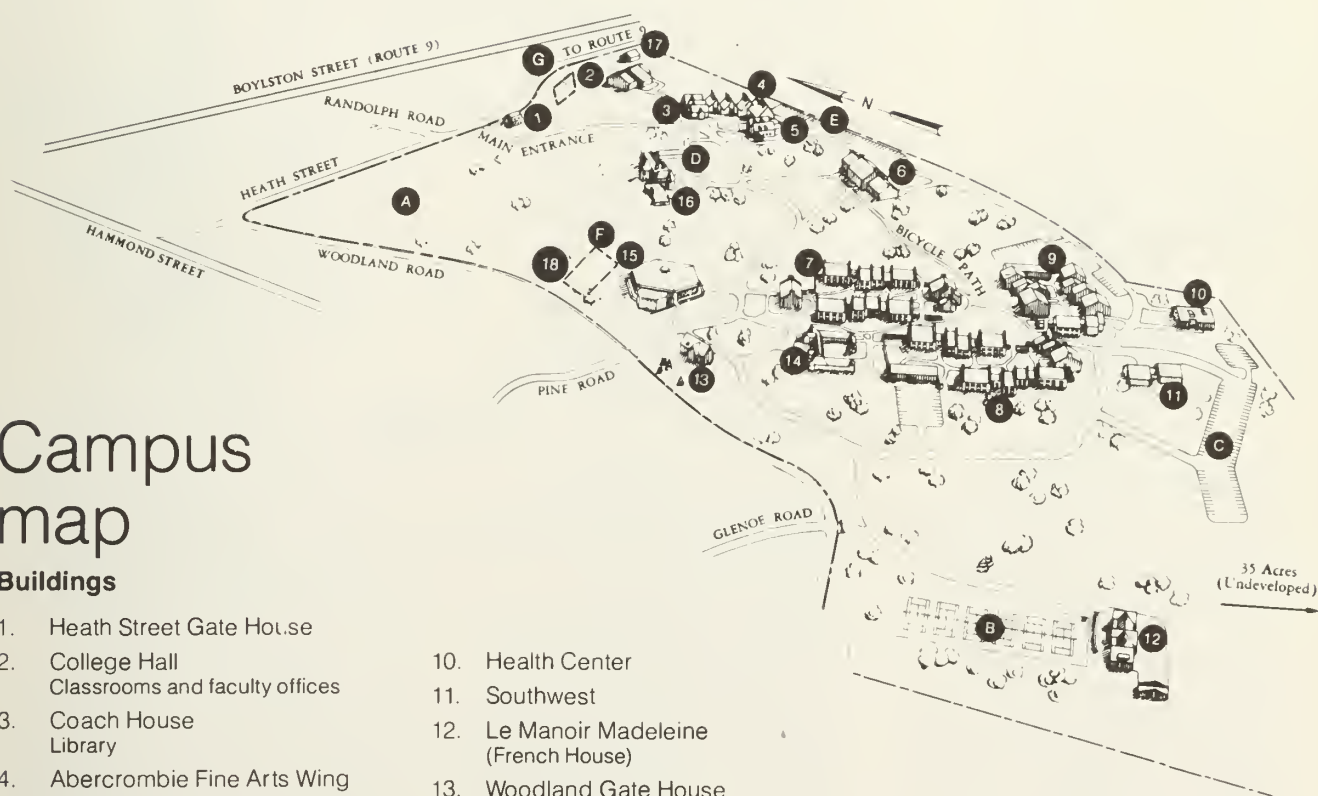
Campus map

Buildings

- | | |
|---|--|
| 1. Heath Street Gate House | 10. Health Center |
| 2. College Hall
Classrooms and faculty offices | 11. Southwest |
| 3. Coach House
Library | 12. Le Manoir Madeleine
(French House) |
| 4. Abercrombie Fine Arts Wing | 13. Woodland Gate House
Child Study Center |
| 5. Dane Science Building
(Student computer facility) | 14. Barn
Physical education, dance studio,
and maintenance |
| 6. Refectory
Dining Hall, Pub, Campus Shop, and
Student mailboxes | 15. Ellsworth Hall
Performing arts and auditorium |
| 7. East Village
Student houses | 16. Ferry Administration Building
Administrative offices |
| 8. West Village
Student houses | 17. Staff housing |
| 9. South Village
Student houses | 18. Gymnasium |

Other facilities

- A. Playing field
- B. Tennis courts
- C. Student parking
- D. Visitor parking
- E. Faculty parking
- F. Platform tennis courts
- G. Softball Field



Directions to Pine Manor College

The College is situated just five miles outside of Boston in the Chestnut Hill section of Brookline. The following routes are recommended:



From north, west, or south of

Boston: Route 128 to Route 9 (East); after $3\frac{1}{2}$ miles turn right onto Hammond Street; first left onto Heath Street; $\frac{1}{2}$ mile to campus entrance on the right, at 400 Heath Street.

From downtown Boston: Follow Route 9 (Huntington Avenue which becomes Boylston Street) to Chestnut Hill; left onto Hammond Street at old Chestnut Hill Shopping Center; first left onto Heath Street; $\frac{1}{2}$ mile to campus entrance.

Public transportation from airport or downtown Boston: MBTA bus to "Airport" subway station (blue line); take subway to "Government Center," transfer to green-line car marked "Riverside." Get off at Chestnut Hill

stop, go upstairs, bear left onto Hammond Street. Cross Route 9 and take first left onto Heath Street, $\frac{1}{2}$ mile to campus entrance.

From the airport: Follow signs to Boston. Go through Sumner Tunnel and bear right, up the Expressway ramp, onto the Expressway North. Take 2nd exit and follow signs onto Storrow Drive. Get off at the left-hand exit marked Park Drive. At first light, take a right onto Boylston Street Outbound, (which turns into Brookline Avenue). At end of Brookline Avenue, bear right onto Route 9 (West). At 6th set of lights, (Longwood Cricket Club on right), take a left onto Hammond Street, first left onto Heath Street, $\frac{1}{2}$ mile to campus entrance.

To the airport: Take a right at campus entrance onto Heath Street. Proceed $\frac{9}{10}$ of a mile and go right at lights onto Route 9 (East). Follow Route 9 to Hearststone Plaza (on left). At traffic lights, bear left onto Brookline Avenue, and continue 1.4 miles to Kenmore Square. (A large CITGO sign will be ahead of you.) Turn right onto Commonwealth Avenue. Turn left onto Charles Gate East Street (3rd on left). At end, bear right onto Storrow Drive, follow signs for the Expressway South and Callahan Tunnel. Once on the Expressway, exit for the Callahan Tunnel and follow signs to the airport.

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